DOCUMENT RESUME

ED 089 118	95	CE 001 174

TITLE	Research and Development Project in Career Education. Volume I: Final Report.
INSTITUTION	Montana State Dept. of Public Instruction, Helena. Div. of Vocational and Occupational Skills.
SPONS AGENCY	Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
PUB DATE	6 Aug 73
GRANT	OEG-0-72-0924
NOTE	167p.; For appendix H, see CE 001 175; For appendix J, see CE 001 176
EDRS PRICE	MF-$0.75 HC-$7.80 PLUS POSTAGE
DESCRIPTORS	*Agricultural Education; Bibliographies; *Career Education; Educational Programs; *High Schools; Human Resources; Manpower Needs; Occupational Clusters; *Program Descriptions; *Resource Materials; Student Needs; Vocational Agriculture
IDENTIFIERS	*Montana

ABSTRACT

The three goals developed for the one and one-half year career education project were: establish career education programs founded on research of manpower and student needs in Montana with emphasis on the agricultural-related areas; provide students with accurate information regarding these needs; and provide training and placement to fill those needs. Seven objectives were selected, and fourteen procedures were implemented. The project improved attitudes towards career education and increased occupational information materials and placement efforts. An outside evaluation indicated that project objectives had been met. Completing the 24-page report are nine appendixes. Appendix A is a fifteen-page agri-business report of manpower statistics. Appendix B lists agri-business resource people. A career education information kit and school subject career cluster booklet constitute the 35 pages of Appendix C. Materials pertaining to inservice training sessions, exploratory work experience, and job hunting clinics are included in appendixes D, E, and F. Appendix G is a 32-page catalog of career education materials. Appendix I contains career conference forms. Appendix K is a three-page bibliography. (Appendixes H and J are bound separately.) (AG)

ED 089118

Volume I of III Volumes

FINAL REPORT

Project No. 72-07-0009-00-30-0407

Grant No. OEG-0-72-0924

Research and Development Project
in Career Education

Conducted Under

Part C of Public Law 90-576

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Benjamin A. Ulmer, Director
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Office of the Superintendent of Public Instruction
State Capitol
Helena, Montana 59601

August 6, 1973

CE 001 174

FINAL REPORT

Project No. 72-07-0099-00-80-0487

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Research and Development Project
in Career Education

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Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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I

SUMMARY OF REPORT

Period Covered

February 7, 1972 - August 6, 1973

Goals and Objectives of The Project

Three goals were set for the project:

1. Establish career education programs founded on research of manpower and student needs in Montana with emphasis on the agricultural-relcted areas.
2. Provide students with accurate information regarding these needs.
3. To provide training and placement to fill those needs.

Seven objectives were listed to carry out these goals. They are:

1. Collect and organize survey and current research data into useable materials for career awareness of students in grades 10 through 14.
2. Develop materials to enhance the career awareness of students.
3. Develop and maintain a list of available entry-level jobs.
4. Develop and maintain a list of vocational education opportunities in the Armed Forces.
5. Develop and maintain a list of all post-secondary vocational education offerings in Montana and the surrounding region.
6. Develop and maintain a list of all baccalaureate degree programs in Montana and the surrounding region.

7. Help local schools strengthen their vocational guidance programs.

Procedures Followed

The procedures used during the eighteen months of the project included:

1. Establishing a working policy and agreement with each participating school.
2. Utilizing the survey materials collected by Montana State University.
3. Developing a local community resume list called a "Human Resource Bank".
4. Conducting faculty briefings.
5. Providing inservice training sessions.
6. Planning "Exploratory Work Experience" programs.
7. Planning "Job Hunting Clinics".
8. Providing materials for participating schools to use.
9. Increasing the schools occupational information.
10. Encouraging the schools to put more emphasis on placement.
11. Organizing and conducting a "Career Conference".
12. Providing external evaluation.
13. Encouraging each school to continue a career education effort after the completion of the project.
14. Preparing a bibliography of career education writings.

Procedures and programs listed above were developed to support specific project objectives. The reader is invited to refer to the body of this report for a detailed description of procedural methodology.

Results and Accomplishments

School administrators, counselors, and teachers appear to hold favorable attitudes towards the career education concept. The Great Falls area agri-businesses were consistently helpful and supportive of efforts to get involvement between the schools and the community.

Increased interest was evidenced in each school towards career education. The increased availability of materials with which to explore occupations was a positive result of the program. Because of the exposure to career education ideas and materials, most of the schools plan to purchase materials for their own use.

The program was extended for an additional eighteen months focusing on the elementary schools in Cascade County outside of Great Falls School District #1.

The materials developed for use by the schools in connection with the Exploratory Work-Experience program and the Job Hunting Clinic appear to have been useful in spurring placement efforts in the project schools.

The Career Conference program proved to be a success and interest in sponsoring the conference for another year was voiced by the involved school representatives.

Evaluation

Evaluation efforts were conducted by a private sub-contractor.

Evaluation data submitted by the sub-contractor showed positive results and indicated that the project objectives have been met.

Conclusions and Recommendations

The program appears to have generated a good deal of interest in career education in the participating schools. School personnel have contributed time and effort to the project and are to a large extent responsible for the amount of progress recorded thus far. However, it appears that greater effort must be directed toward coordination and supervision of teachers in relation to project objectives. The teachers are the most important people in the project and more effort must be made to hear them and include them in the planning and program writing phases of a career education project.

The following recommendations are offered for consideration:

1. Begin immediately to plan for continuation of program elements.
2. Increase dissemination efforts directed toward public understanding of career education.
3. Appoint a coordinator of career education in every school district.
4. Review the current curriculum to determine what additional steps must be taken to focus it around the career cluster concept.
5. Start the career education program in the first grade and extend it throughout the system.

6. Select interested teachers in the system and start writing learner packages.

II

BODY OF REPORT

Review of Literature

The Research and Development Project in Career Education was an initial attempt to present career education concepts to the participating schools and assist each school to implement and continue career education programs of its own based on its particular needs.

One point of emphasis for the project was to provide students with accurate information concerning occupations in the agricultural related areas. The Agri-Business Manpower Report (1972) by Amberson, Bishop, and Ekegren and published by the Superintendent of Public Instruction was used as a basis to provide this information. Several implications were noted from this study:

1. The number and diversity of agri-business employment opportunities in Montana will continue to increase.
2. Because agri-business is so much a part of the Montana employment picture, agricultural education should be maintained as an integral part of career education.
3. There is a hierarchy of job positions among agri-business. Therefore, there will be a continued need to have specific programs to train agri-business employees at the secondary, post-secondary, and university level.

4. Educational programs to train prospective agri-business employees will continue to become more specialized as employers find greater need for employees in technical, sales, service and skilled positions.

The publication "Planning and Conducting Cooperative Occupational Experiences in Off-Farm Agricultural Occupations" (1965) by Anderson, was very useful in planning an exploratory work experience program.

The Montana Cooperative Education Coordinators Handbook (1972) also was a valuable resource material.

"Guidelines for Conducting Pre-Employment Clinics and Job Hunting Clinics" and "Job Placement Information" (1968) both developed by the Arkson-Summit County Placement Department, Raymond Wasil, Director, proved invaluable in the implementation of the job hunting clinics and placement information that was furnished each of the schools. The Stoneham Public Schools "Curriculum Guide for Career Education in Grades 10 - 12" (1972) was also a good source for the job hunting clinic program.

In the initial stages, the project personnel relied heavily on any career education publications available. A listing of these sources can be found in Appendix K. "The Next Step", an interim report from the Helena Public Schools career education program, served as a basic for the early activities of the project.

Goals and Objectives

Three goals were set for the project:

1. Establish career education programs founded on research of manpower and student needs in Montana with emphasis on the agricultural-related areas.
2. Provide students with accurate information regarding these needs.
3. To provide training and placement to fill those needs.

Seven objectives were listed to carry out these goals. They are:

1. Collect and organize survey and current research data into useable materials for career awareness of students in grades 10 through 14.
2. Develop materials to enhance the career awareness of students.
3. Develop and maintain a list of available entry-level jobs.
4. Develop and maintain a list of vocational education opportunities in the Armed Forces.
5. Develop and maintain a list of all post-secondary vocational education offerings in Montana and the surrounding region.
6. Develop and maintain a list of all baccalaureate degree programs in Montana and the surrounding region.
7. Help local schools strengthen their vocational guidance programs.

Description of Project Design

The project was designed to include the students in grades 10 through 14 in seven high schools and the Great Falls Vo-Tech Center. The schools included were:

Cascade County	Enrollment	Chouteau County	Enrollment
Belt	160	Fort Benton	189
Cascade	179		
C. M. Russell	2,040	Teton County	
Great Falls	1,855	Fairfield	188
Simms	210		
Great Falls Vo-Tech	633		

Great Falls has a population of some 70,000 and is centrally-located in the state. Cascade County, of which Great Falls is the county seat, has a population of approximately 74,000. The city is typical of many areas in Montana in that it is a population center immediately surrounded by many small rural centers and serves as the agricultural trade center for the area.

The project involved one teacher and one counselor in each of the participating schools except at Fort Benton where the project involved one teacher and two counselors. The Agricultural Education Department of Montana State University, Bozeman, was also involved in the project.

FIGURE 1

PROCEDURAL DESIGN MODEL

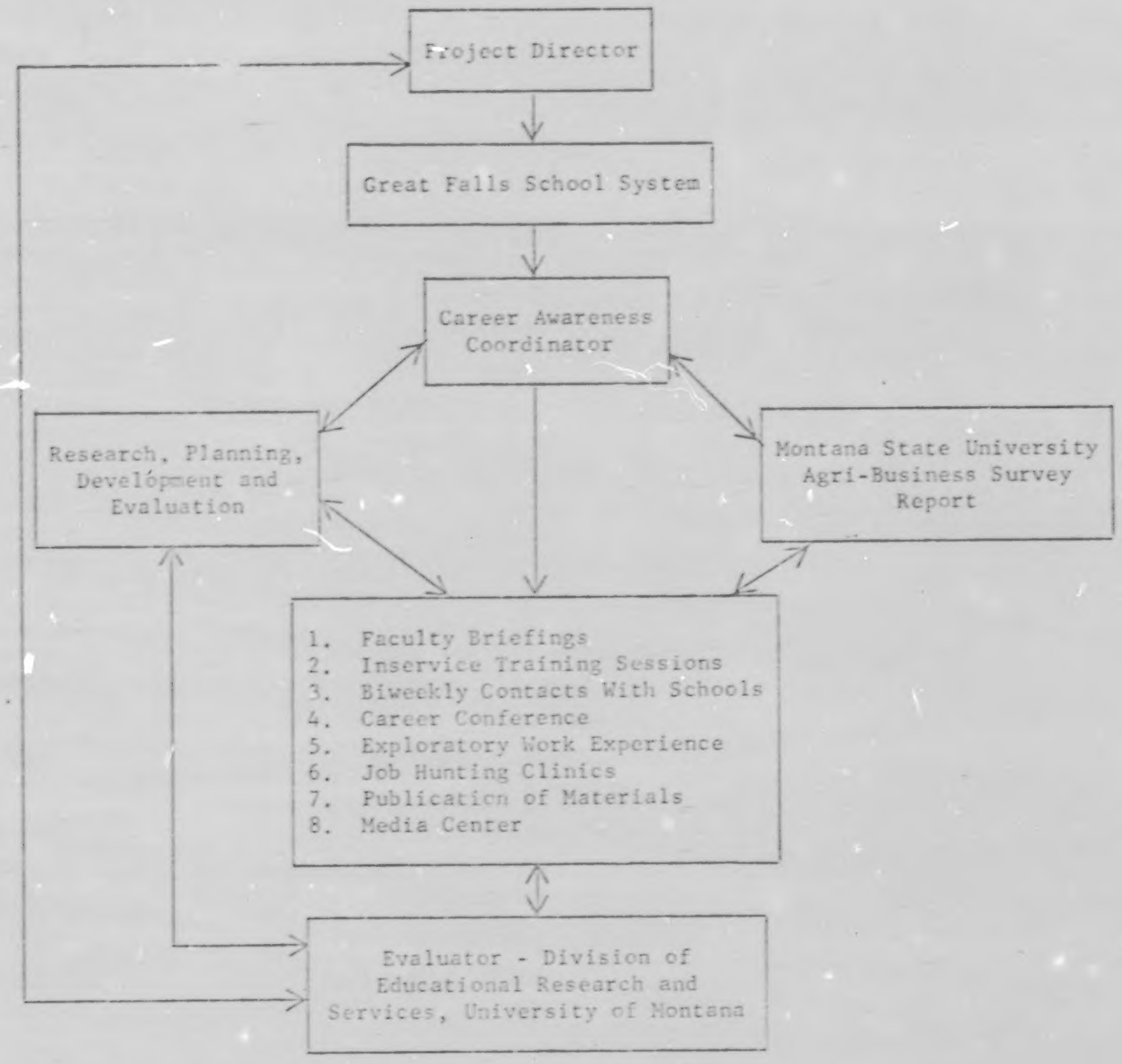

Project Director
Great Falls School System
Career Awareness Coordinator
Research, Planning, Development and Evaluation
Montana State University Agri-Business Survey Report
1. Faculty Briefings
2. Inservice Training Sessions
3. Biweekly Contacts With Schools
4. Career Conference
5. Exploratory Work Experience
6. Job Hunting Clinics
7. Publication of Materials
8. Media Center
Evaluator - Division of Educational Research and Services, University of Montana

FIGURE 2

Procedure 1: Establish a working policy and agreement with each participating school.

Activities:

The Career Awareness Coordinator visited each school and made a verbal and written agreement on the procedures to be used in making contact with the schools.

Procedure 2: Utilize the survey materials collected by Montana State University.

Activities:

The Career Awareness Coordinator sent a report of the results of the agri-business survey to each school.

The Career Awareness Coordinator explained the report in inservice sessions to counselors at each school and left copies of the report at each school.

Appendix A contains the report titled, "Agri-Business Manpower Report".

FIGURE 3

Procedure 3: Develop a local community resume list called a "Human Resource Bank".

Activities:

A questionnaire was sent by the Career Awareness Coordinator to each agri-business establishment in the project area requesting aid in establishing a link between the schools and the businesses. Personal follow-ups were conducted with each respondent to obtain specific information.

Appendix B contains a copy of the questionnaire and the "Human Resources Bank".

Procedure 4: Conduct faculty briefings.

Activities:

The Career Awareness Coordinator presented a talk explaining the project to each school faculty during teacher orientation meetings preceeding the start of school in the fall of 1972.

Besides the presentation, two booklets were given to each teacher in each school. They were entitled "Career Education Information Kit" and "School Subject Career Cluster Booklet". The movie "Career Education" was also shown.

Appendix C contains a copy of the two booklets mentioned above.

FIGURE 4

Procedure 5: Provide inservice training sessions.

Activities:

Two inservice sessions were presented by the Career Awareness Coordinator:

1. A meeting of administrators, counselors and vo-ag instructors was held with Dr. Max Amberson, Montana State University, presiding, describing the MSU agri-business survey results. Del Gustin, State Supervisor of Vocational Guidance and Work-Study and Career Education Coordinator, gave a presentation on the "VIEW" program and Dr. Robert Lehman, Acting Director, Research, Planning, Development and Evaluation component, explained the role of his component.
2. A full-day, teacher-released, inservice training session was conducted with Roger Bauer and Glen Thomas from the Helena "The Next Step" career education program presenting. Three people from each school were present to take part in the training session.

Appendix D contains a copy of these programs.

FIGURE 5

Procedure 6: Plan exploratory work experience programs.

Activities:

An exploratory work experience program was written and presented to the schools by the Career Awareness Coordinator. The program called for a two-hour per day session for one or two weeks for students to gain experience in working settings in the community. The work was to be varied in nature and the students were to receive no pay.

Appendix E contains a copy of the program manual.

Procedure 7: Plan job hunting clinics.

Activities:

A plan for a job hunting clinic was developed and presented to the schools by the Career Awareness Coordinator. It consisted of a series of lessons designed to acquaint the students with the various methods and resources available in finding jobs.

Appendix F contains a copy of the job hunting clinic.

FIGURE 6

Procedure 8: Provide materials for participating schools to use.

Activities:

A list of these materials is in Appendix G.

Procedure 9: Increase the schools' occupational information.

Activities:

Many efforts were made by the Career Awareness Coordinator to Encourage each school to increase its occupational information and efforts at disseminating this information. Materials were given to the schools and provided on a check-out system from the Great Falls Vo-Tech media-center for their use. A booklet, "Agri-Business Job Descriptions", was written from information gathered by the agri-business questionnaires and presented to each school along with a catalog of all materials available through the Great Falls Vo-Tech media-center.

Appendix H contains a copy of the Agri-Business Job Description Booklet.

FIGURE 7

Procedure 10: Encourage the schools to put more emphasis on placement.

Activities:

The schools were encouraged by the Career Awareness Coordinator to appoint one counselor as the placement counselor. Several pamphlets describing placement activities and placement efforts were presented to the schools.

Three booklets were printed to help counselors in their guidance function; namely, "Post-Secondary Vo-Tech Education Offerings in Montana and Surrounding Region", "Baccalaureate Degree Offerings in Montana and the Surrounding Area", and "Vocational Education Opportunities in the Armed Forces".

FIGURE 8

Procedure 11: Organize and conduct a Career Conference.

Activities:

A Career Conference was conducted at Simms High School in late March of 1973. A planning session was held prior to this conference with counselor representatives from each school participating. Twenty-seven occupations were represented by experts in their field and three sessions were held just for parents, namely, "You and Your Child's Career", by Del Gustin, State Supervisor of Vocational Guidance and Work-Study and Career Education Coordinator, "Financial Aids", by Bill Bush, Financial Aids Director for the College of Great Falls, and "Apprenticeships", by Del Carrol, State Apprenticeship Council from Helena.

Appendix I contains copies of the various forms used for this conference.

FIGURE 9

Procedure 12: Provide an external evaluation.

Activities:

A sub-contract was made with the University of Montana's Division of Educational Research and Services to make a third-party evaluation.

Procedure 13: Encourage each school to continue a career education effort after the completion of the project.

Activities:

An effort was made by the Career Awareness Coordinator to acquaint the schools with the various career education projects now ongoing in the country. Materials were purchased and given to the schools so that they could study other programs that they could use.

These project materials are listed in Appendix G.

FIGURE 10

Procedure 14: Prepare a bibliography of career education writings.

Activities:

A bibliography of career education writings was prepared by the Career Awareness Coordinator. This bibliography is contained in Appendix K.

Results and Accomplishments

1. Workshops - There were two workshops held for teachers, administrators and counselors from the project schools. The first one was held to acquaint the schools with the Montana State University Agri-Business Manpower Report. The second was a workshop designed to acquaint the participants with the various career education activities that were being tried in the Helena, Montana Career Education Project. Appendix D contains the programs and forms describing these workshops.

2. Exploratory Work Experience Programs - Several of the schools started a program designed to give students a chance to gain work experience in local community businesses for short periods of time. The program was designed to run about two hours a day for one or two weeks for no pay. The supervisors consented to vary the work daily so the participants could experience a variety of job tasks. The program description can be found in Appendix E.

3. Job Hunting Clinics - The clinics were set up as several class-type experiences to deal with the various problems a job seeker encounters in trying to find a job. Several different types of materials were made available for use by the instructors in conducting the clinics. A description of this program is in Appendix F.

4. Many materials, including movies, filmstrips, books, job information kits, etc., were furnished each school to help in getting career information to the students. The list of these materials can be found in Appendix G.

5. Youth Career Conference - This conference was held at one of the project schools in March. Twenty-seven different careers were discussed by experts, as well as presentations by the various Armed Services representatives and three special parent sessions. Appendix I contains copies of various forms used in this conference.

6. Teacher orientation presentations - The coordinator made presentations at each of the schools during teacher orientation in the fall of 1973 and talked to the teachers explaining the project and career education concepts in general. Two booklets were presented to each teacher, namely, "Career Education Information Kit" and "School Subject Career Cluster Booklet." These two publications can be found in Appendix C.

7. Agri-Business Manpower Report - This report was taken directly from the MSU Agri-Business Manpower Report and put into a shorter form in order to present the results of the report to each school. The report can be found in Appendix A.

8. Human Resource Bank - The agri-businesses in the area were sent questionnaires and a booklet was compiled to help the schools find people in the agri-business community that would help in the presentation of career information to the students. This booklet and accompanying forms are found in Appendix B.

9. Agri-Business Job Descriptions - The surveyed agri-businesses were asked to fill out job description forms for every type of worker in their employ and the results were published in a booklet entitled, "Agri-Business Job Description." This booklet is found in Appendix H.

10. Several booklets were published and presented to the schools for their use with students, especially in placement efforts. The booklets are entitled "Post-Secondary Vo-Tech Education Offerings in Montana and Surrounding Region", "Baccalaureate Degree Offerings in Montana and the Surrounding Area", and "Vocational Education Opportunities in the Armed Forces".

11. Coordinator visits were made to each school on a biweekly basis for the purpose of keeping all persons informed of the various projects being undertaken and delivering materials that the schools requested for use in their career education efforts.

Evaluation

The Division of Educational Research and Services, Dr. Lyle Berg, Director, University of Montana, was awarded a contract to evaluate the project. Basically, findings indicated that project objectives had been met.

Appendix J contains the evaluation documents produced by the external evaluation contractor.

Conclusions, Implications and Recommendations

The goals and objectives of the project appear to have been met and most of the success has been due to the excellent rapport and cooperation between the project coordinator and the area school personnel, Montana State University Agricultural Education Department staff and the State Superintendent of Public Instruction's vocational education staff.

It is apparent that if career education programs on the high school level are to succeed, further dissemination of career education concepts and materials must be accomplished. At the present time it is doubtful that most high school teachers are willing to make significant moves toward the total implementation of career education concepts. An obvious point is that the vocationally-oriented teachers are the ones that appear to grasp the career education concepts best and are the ones that express an interest in taking part in the career education movement.

Based on the information generated by the project the following recommendations seem in order:

1. All career education efforts must be aimed at the teachers in order to get their participation and cooperation.
2. School districts should take immediate steps to locate funds for the implementation and continuation of career education programs.
3. Curriculum changes appear to be in order if career education concepts are to be implemented successfully.

4. A person must be designated as the career education coordinator in each school system in order for career education programs to operate successfully. Duplication of effort by teachers appears to be a very negative force in a career education effort.

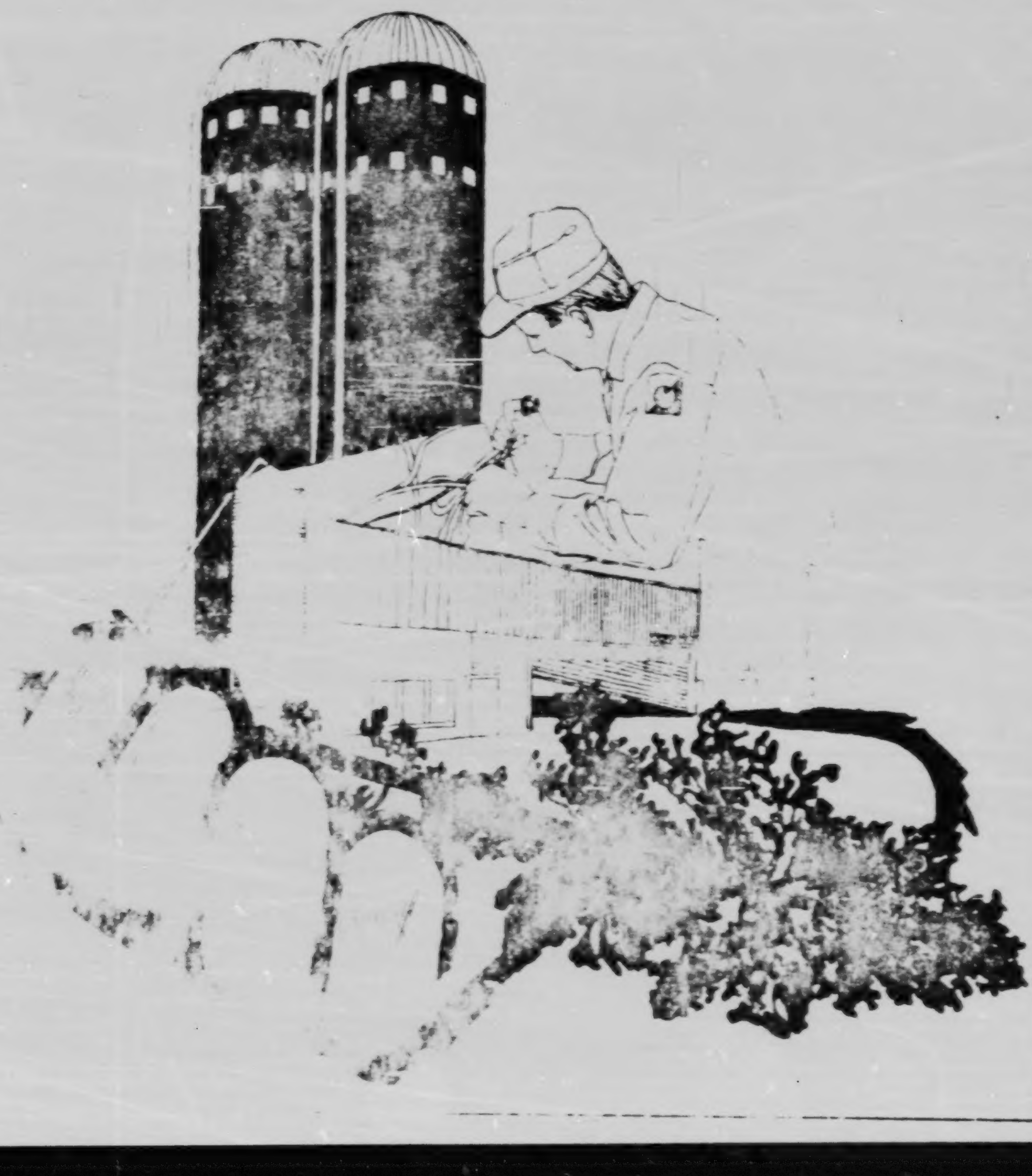
5. It appears that a total career education project, in order to be successful, should start at the first grade level and expand through the middle school years and into the senior high school years.

APPENDIX A

AGRI-BUSINESS MANPOWER REPORT

Agri-business Manpower Report

AGRICULTURAL EDUCATION DEPARTMENT · MONTANA STATE UNIVERSITY · BOZEMAN



RESULTS OF THE AGRI-BUSINESS MANPOWER REPORT

The following summary of the Agri-business Manpower Report is being offered for the purpose of making counselors aware of the agri-business job situation as determined by the report. The report is based on an extensive research project sponsored by Montana State University through the Agricultural Experiment Station and supported by the Office of Superintendent of Public Instruction, Division of Vocational and Occupational Skills.

Dr. Max L. Amberson, Dr. Douglass D. Bishop, and Woodrow A. Ekegren coauthored the report.

On the following pages you will find a number of tables that depict the situation statistically but for those who wish to get to the meat of the subject quickly, a discussion of the conclusions, recommendations and implications will precede the tables.

If you desire more detailed information, contact Jack Scott or the Vo-Ag instructor at your school.

CONCLUSIONS

A review and interpretation of the survey findings prompted the formulation of the following conclusions:

1. The total number of jobs in agri-businesses in Montana will continue to increase during the next three years.

2. The greatest need for agri-business employees is in those businesses engaged in the areas of agricultural supplies and services, agricultural mechanics and agricultural products.

3. The greatest number of vacancies were found in those businesses with five or more employees.

4. Workers classified as "service personnel" will be in the greatest demand over the next three years.

5. The greatest need for workers in agricultural products businesses will be in skilled positions.

6. The data indicate a rather limited opportunity for employment in the ornamental horticulture area.

7. As a group, businesses associated with agricultural resources expected a general reduction in the number of employees over the next three years.

8. The greatest need for workers in the forestry businesses will be for unskilled, skilled and service personnel.

SPECIFIC CONCLUSIONS

1. There will be an approximate 7% increase in Agri-business positions over the next 3 years with the largest percent of increase occuring in the Ag Mechanics (147 businesses replied) area with 20%, Ag Supplies and Services (579 businesses replied) 6%, Ag Products (209 businesses replied) 8%, Ornamental Horticulture (22 businesses replied) 13%, Ag Resources (50 businesses replied) -11%, and Forestry (38 businesses replied) 18%. Overall, it appears that agri-businesses dealing in agricultural mechanics, ag products, and ag supplies and services have need for the greatest number of employees both present and three years hence.

2. The ag resource classification was the only one showing a decrease in employees over the next three years.

3. Businesses in the area of forestry and ornamental horticulture show limited promise for present and future employment in Montana.

4. About 60% of the agri-business employees needed some agricultural experience to perform satisfactorily on the job.

5. Fifty-two percent of those companies reporting current vacancies indicated that at least one position vacancy existed in their business because of a lack of trained people.

6. Service, skilled, and sales positions accounted for the greatest number of current vacancies.

RECOMMENDATIONS

On the basis of employment predictions obtained from the survey, general recommendations are as follows:

1. Phas I - B of the agri-business survey should be completed before major changes are made in current agricultural education programs and their attendant objectives.

2. A systematic method should be established whereby agri-business employment data can be updated on a regular basis.

3. Research priority should be given to the conduct of a detailed analysis to determine those competencies needed by employees in the agricultural supplies and services, agricultural mechanics and agricultural products agri-business classifications.

4. No major effort should be made to develop new programs to train ornamental horticulture or forestry employees until a more detailed study is made of the nature and extent of each industry in Montana.

5. A careful study should be made of the agricultural resources agri-business classification before major training adjustments are made.

IMPLICATIONS

1. The number and diversity of agri-business employment opportunities in Montana will continue to increase. As agri-business employment opportunities increase, employers will demand a wider range of competencies, many of which will be directly related to a working knowledge of production agriculture.

2. Because agri-business is so much a part of the Montana employment picture, agricultural education should be maintained as an intergal part of career education.

3. There is a hierarchy of job positions among agri-businesses. Therefore, there will be a continued need to have specific programs to train agri-business employees at the secondary, post-secondary and university level. Further, articulation should be achieved among the programs at each level to avoid duplication of effort and assure that potential employees are properly trained to enter at a level most appropriate to their interests and abilities.

4. Educational programs to train prospective agri-business employees will continue to become more specialized as employers find greater need for employees in technical, sales, service and skilled positions. It can be further implied that future programs will be planned around a series of competencies uniquely associated with selected positions.

TABLE I

SECONDARY SCHOOL ENROLLMENT TRENDS IN AGRI-BUSINESS

	Enrollment		
Occupational Area	1966-67	1967-68	1968-69
Agricultural Producation (Farming)	403,600	388,400	374,566
Agricultural Mechanics	39,359	56,662	72,873
Agricultural Products (Processing)	8,652	8,423	8,498
Ornamental Horticulture	17,695	27,153	28,690
Agricultural Resources	6,527	10,317	12,284
Agricultural Supplies/Services	18,107	14,901	15,138
Forestry	6,517	12,683	14,648
Other	8,580	9,458	9,657
Grand Total Enrollment in Secondary	509.037	528,997	536,354

TABLE 2

SUMMARY OF RESPONSE TO AGRI-BUSINESS SURVEY

Breakdown	Response	Percentage
Businesses reporting no current vacancies	857	68
Businesses reporting current vacancies	188	15
Invalid surveys	217	17
Total	1,262	100

TABLE 3

DISTRIBUTION OF "YES" AND "NO" RESPONSES TO THE AGRI-BUSINESS SURVEY BY USOE AGRI-BUSINESS CLASSIFICATION

USOE Classification	No. Reporting	Businesses Reporting Vacancies-No		Businesses Reporting Vancancies-Yes	
		No.	Pct.	No.	Pct.
Ag Supplies/Services	579	491	85	88	15
Ag Mechanics	147	105	71	42	29
Ag Products	209	166	79	43	21
Orn. Horticulture	22	19	86	3	14
Ag Resources	50	44	88	6	12
Forestry	38	32	84	6	16
Total	1,045	857	--	188	--

TABLE 4

A BREAKDOWN OF CURRENT AGRI-BUSINESS VACANCIES BY USOE CLASSIFICATIONS

Classifications	Number	Percent
Ag Supplies/Services	88	47
Ag Mechanics	42	22
Ag Products	43	23
Orn. Horticulture	3	2
Ag Resources	6	3
Forestry	6	3
Total	188	100

TABLE 5

A COMPARISON OF CURRENT VACANCIES BY POSITIONS WITHIN THE SIX USOE AGRI-BUSINESS CLASSIFICATIONS

	Agri-Business Classifications						
Positions	Supplies/ Services	Ag Mech	Ag Prod	Orn Hort	Ag Res	For.	Total
Managerial	14	7	4	0	2	0	27
Supervisory	7	5	4	1	1	1	19
Technical	11	9	3	1	8	0	32
Sales	35	15	5	0	0	0	55
Office	14	3	5	0	3	0	25
Service	21	41	11	0	0	6	79
Skilled	31	17	8	3	1	12	72
Unskilled	17	4	15	0	0	7	43
Total	150	101	55	5	15	26	352

TABLE 6

MONTANA AGRICULTURAL OCCUPATIONAL OPPORTUNITIES CATEGORIZED BY USOE CLASSIFICATIONS AND SKILL LEVELS

N = 1,045

Positions	Ag Supplies/Service				Ag Mechanics				Ag Products			
	E	V	1	3	E	V	1	3	E	V	1	3
Managerial	636	14	616	627	154	7	154	154	171	4	180	187
Supervisory	310	7	309	325	61	5	68	75	84	4	93	103
Technical	136	11	145	161	44	9	48	50	47	3	47	50
Sales	597	35	637	702	160	15	185	204	156	5	164	173
Office	635	14	612	630	126	3	132	137	216	5	220	226
Service	545	21	552	574	477	41	550	580	158	11	165	177
Skilled	556	31	542	567	111	17	140	159	550	8	574	583
Unskilled	581	17	623	650	47	4	49	56	507	15	506	515
Totals	3996	150	4036	4236	1180	101	1326	1415	1889	55	1949	2014

Positions	Orn. Horticulture				Ag Resources				Forestry			
	E	V	1	3	E	V	1	3	E	V	1	3
Managerial	16	0	16	16	156	2	142	143	36	0	38	37
Supervisory	2	1	2	2	112	1	76	80	51	1	52	54
Technical	6	1	6	6	311	8	267	268	10	0	10	12
Sales	8	0	8	9	4	0	3	3	26	0	27	30
Office	7	0	7	7	380	3	303	321	50	0	53	55
Service	1	0	2	3	151	0	129	162	103	6	110	115
Skilled	9	3	14	16	47	1	30	39	261	12	329	311
Unskilled	26	0	26	26	24	0	32	41	205	7	277	259
Totals	75	5	81	85	1185	15	982	1057	742	26	896	873

E = total employment, now
V = vacancies, now
1 = predicted total employment one year from now
3 = predicted total employment three years from now

TABLE 7

CURRENT AND ANTICIPATED LEVELS OF EMPLOYMENT BY AGRI-BUSINESS CLASSIFICATION

		Current & Predicted Employment			
		1		3	
Business Classification	E	No.	Pct. Change	No.	Pct. Change
Ag Supplies & Services	3996	4036	+ 1	4236	+ 6
Ag Mechanics	1180	1326	+12	1415	+20
Ag Products	1889	1949	+ 3	2014	+ 9
Orn. Horticulture	75	81	+ 8	85	+13
Ag Resources	1185	982	-17	1057	-11
Forestry	742	896	+21	873	+18
Total	9067	9270		9680	
Pct. Change			+ 2		+ 7

TABLE 16

PROJECTED VARIATIONS FROM CURRENT EMPLOYMENT NUMBERS, 1973 and 1975

ositions	Agri-Business Classifications											
	Ag Supplies/ Services		Ag Mechanics		Ag Products		Orn Hort		Ag Resources		Forestry	
	1	3	1	3	1	3	1	3	1	3	1	3
anagerial	-20	- 9	0	0	+ 9	+16	0	0	- 14	- 13	+ 2	+ 1
upervisory	- 1	+ 15	+ 7	+ 14	+ 9	+19	0	0	- 36	- 32	+ 1	+ 3
echnical	+ 9	+ 25	+ 4	+ 6	0	+ 3	0	0	- 44	- 43	0	+ 2
les	+40	+105	+25	+ 44	+ 8	+17	0	+1	- 1	- 1	+ 1	+ 4
ffice	-23	- 5	+ 6	+ 11	+ 4	+10	0	0	- 77	- 59	+ 3	+ 5
rvice	+ 7	+ 29	+73	+103	+ 7	+19	+1	+2	- 22	+ 11	+ 7	+ 12
illed	-14	+ 11	+29	+ 48	+24	+33	+5	+7	- 17	- 8	+ 68	+ 50
skilled	+42	+ 69	+ 2	+ 9	- 1	+ 8	0	0	+ 8	+ 17	+ 72	+ 54
tals	+40	+240	+145	+235	+60	+125	+6	+10	-203	-126	+154	+ 13

TABLE 17

PERCENT OF POSITIONS BY U.S.O.E. OCCUPATIONAL CLASSIFICATION

Positions	Ag Supplies/ Services	Ag Mechanics	Ag Products	Orn Hort	Ag Resources	For.
Managerial	16	13	9	21	13	5
Supervisory	8	5	4	3	9	7
Technical	3	4	2	8	26	1
Sales	15	14	8	11	1	44
Office	16	11	11	9	32	7
Service	14	40	8	1	10	14
Skilled	14	9	29	12	4	35
Unskilled	15	4	27	35	2	28

TABLE 19

THE NEED FOR AGRICULTURAL EXPERIENCE

Response	Number	Percent
Yes	631	60
No	414	40

TABLE 20

WHY CURRENT VACANCIES EXIST

Reasons for Vacancies	Number	Percent
Expansion	59	32
Retirement	15	8
Normal Turnover	70	37
Merger	2	1
New Services Added	35	19
Trained Workers Unavailable	97	52

N=188

TABLE 21

MONTANA AGRICULTURAL OCCUPATIONAL OPPORTUNITIES CATEGORIZED BY USOE CLASSIFICATIONS AND SKILL LEVELS PROJECTED TO THE TOTAL POPULATION

N = 2,213

	Ag Supplies/Service				Ag Mechanics				Ag Products			
	E	V	I	3	E	V	I	3	E	V	I	3
Managerial	1347	30	1304	1328	326	15	326	326	326	8	382	396
Supervisory	656	13	654	667	129	11	144	159	178	8	193	218
Technical	288	23	307	340	93	19	102	106	100	6	100	106
Sales	1264	74	1349	1486	339	32	391	432	331	11	348	367
Office	1345	30	1295	1334	267	6	279	290	458	10	466	479
Service	1154	44	1169	1215	1009	87	1164	1227	335	23	350	375
Skilled	1177	65	1148	1201	235	36	296	336	1166	17	1217	1236
Unskilled	1230	34	1319	1376	99	8	104	118	1075	32	2073	1092
Total	8461	313	8545	8947	2497	214	2806	2994	3969	115	5129	4269

	Orn. Horticulture				Ag Resources				Forestry			
	E	V	I	3	E	V	I	3	E	V	I	3
Managerial	34	0	34	34	331	4	301	303	76	0	80	78
Supervisory	4	2	4	4	237	2	161	170	107	2	109	114
Technical	13	2	13	13	659	17	566	568	21	0	21	25
Sales	17	0	17	19	8	0	6	6	55	0	57	63
Office	15	0	15	15	653	6	642	680	105	0	112	116
Service	2	0	4	6	320	0	273	343	217	13	232	242
Skilled	19	6	30	34	100	2	64	83	549	25	693	655
Unskilled	56	0	50	50	51	0	68	87	432	15	583	545
Total	160	10	173	181	2359	31	2081	2240	1562	55	1887	1838

APPENDIX B

HUMAN RESOURCES BANK

HUMAN RESOURCE BANK

An Agri-business Listing of People Interested in
Helping Teachers and Students Learn About Careers.

Agricultural Research Project
Jack Scott, Coordinator

This booklet contains a listing of Agri-business people in this area, as well as several other groups of people that you may call upon as a resource pool to help you in presenting career information to your students. Consider it as a starter list that you can add to from your own experience.

The people listed in the booklet will all be available to be used for such purposes as, speakers to your class, field trips to their place of business, individual job interviews, career day speakers, etc. If you wish to use the people, call and make an appointment with them. An explanation of what you would like them to do is necessary.

If you need help in contacting people and making arrangements for career presentations of any sort feel free to call Jack Scott at the Vo-Tech Center, phone number 761 5800, ext. 365.

HUMAN RESOURCE BANK

I. State Department

1.	Ben Ulmer	Director of Voc. & Occ. Skills	449 3126
2.	Del Gustin	Vocational Guidance Supv.	449 2060
3.	Basil Ashcraft	Agricultural Education Supv.	449 3126

II. Project Personnel

1.	Loran Frazier	Assistant Director, G.F. Vo-Tech	761 5800
2.	Carl Spinti	AssistantDirector, G.F. Vo-Tech	761 5800
3.	Jack Scott	Career Awareness Coordinator	761 5800

III. Administrators, Counselors, & Vo. Ag. Inst. at Project Schools

A. Belt

1.	Donald Strouf	Supt. of Schools	277 3344
2.	Michael Fleming	Counselor	
3.	Alden Irish	Vo-Ag Inst.	

B. Cascade

1.	Oscar Prestbo	Supt. of Schools	468 2267
2.	Bruce Allen	Counselor	
3.	Gary Romness	Vo-Ag. Inst.	468 2212

C. Fairfield

1.	Dick Mast	Supt. of Schools	467 2420
2.	John Kinna	Principal	467 2425
3.	Dave Blanc	Counselor	
4.	Roger Baker	Vo-Ag Inst.	

D. Fort Benton

1.	Bill Hoppes	Supt. of Schools	622 3213
2.	Dave Meissner	Principal	622 5112
3.	Ken Tintinger	Counselor, H.S.	
4.	Pat Flanagan	Counselor, Ele.	
5.	Gail Stensland	Vo-Ag Inst.	

E. Great Falls CMR

1.	James Bergene	Principal	761 5800
2.	Orvis Stenson	Dir. of Counseling	
3.	Donald Bedker	Counselor	
4.	Genevieve Bassett	Dean of Girls	
5.	Jerry Hatch	Dean of Boys	

E. Great Falls CMR (continued)

6.	John Stefanoff	Counselor	
7.	John Stehno	Counselor	
8.	Rich Wooden	Counselor	

F. Great Falls High School

1.	Bill Swarthout	Principal	761 5800
2.	Lowell Hults	Dir. of Counseling	
3.	Henry Dahmer	Dean of Boys	
4.	Roger Lots	Counselor	
5.	William Preuninger	Counselor	
6.	Floyd Schlameus	Counselor	
7.	Carol Seltzer	Dean of Girls	
8.	Gary Turcot	Counselor	

G. Simms

1.	Robert Madden	Supt. of Schools	865 2151
2.	Gary Pace	Counselor	
3.	Roy Knudsen	Vo-Ag Inst.	865 2141

IV. State Vo-Tech Centers

A.	Billings	Raymond Heley, Director 248-7741	~~252 4157~~
B.	Butte	Maurice Driscoll, Director 792-4256	~~723 4882~~
C.	Great Falls	James H.Carey, Director	761 5800
D.	Helena	William Korizek, Director	442 0060
E.	Missoula	T.E. (Gene) Downey, Director 728-2400	~~543 7292~~

V. Recruiters

A.	Air Force	Ray Eckert	453 7302
B.	Army	Steve Gratzer	453 8461
C.	Marines	Bill Davis	452 4126
D.	Navy	Ron Hill	453 3933
E.	Air National Guard	David Lutz	453 3291
F.	Army Reserve	James Mitchell	452 3633
G.	Navy Reserve	Jim Sibert	452 3936

VI. Agri-business

A. Ag Supplies/Services - Businesses which provide supplies to farmers and ranchers and subsequently provide services needed to utilize these supplies. (e.g., Hardware, Feed Store, Fertilizer Plant)

1.	Arnold Siegle	Farifield Feed & Seed	467 2555
2.	Don Mero	Farmers Union Oil Co.,Sun River	264 3331
3.	Robert Konen	Greenfield Farmers Oil Co.	467 2516
4.	R.A. Nitschke	White Refrigeration Co.	453 4307
5.	Ray Chorike	Mont. Testing Laboratories, Inc.	761 8383
6.	Bob Brastrup	Mont. Wheat Research & Marketing	761 7732
7.	Gene Cady	National Farmers Organization	453 8791
8.	Jerry Wester	Greenfield Irrigation District	467 2626
9.	Dr. M.P. Doran	Great Falls Veterinary Service	453 1629
10.	Dr. Doug Armstrong	A & B Veterinary	965 3232
11.	Orrin E. Paulson	Montana Hatcheries	453 6833

B. Ag Mechanics - Businesses which sell and service agricultural power units, machinery and related equipment. (e.g., Farm Implement Dealer, Agricultural Mechanics Shop)

1.	L.C. Rice	International Harvester Co.	761 0414
2.	Denny Porter	G.F. Impl. Co. (John Deere)	761 8200
3.	Richard Cassutt	D. & J. Implement, Fort Benton	622 3724
4.	Jim Johnson	Farm & Ranch Equipment	453 1453
5.	John Ross	Melroe Div. of Clark Equip., F.B.	622 3344
6.	Howard Aztman	Green Line Implement, F.B.	622 5012
7.	Roy Meyer	Meyer Ditcher Co. Fairfield	467 2223
8.	Dale Johnson	Helena Vo-Tech Center	442 0060

C. Ornamental Horticulture - Businesses which produce, distribute, and utilize ornamental crops principally for ornamental or aesthetic purposes. (e.g., Nursery, Landscaping, Lawn and Turf Management)

1. Kenneth Roll	Fritz Roll & Sons	452 6946
2. Loy Ann Kolste	Kolste's Greenhouse	467 2242

D. Ag Resources - Businesses concerned with the principles and practices necessary to conserve and improve our natural resources. (e.g., ASCS, SCS, FHA, Banks)

1.	Oscar O. Pederson	SCS, Fort Benton	622 5232
2.	Earl Erickson	SCS, Great Falls	453 9077
3.	Roger Smith	FHA, Great Falls	452 1052
4.	Raymond Hahn	Federal Crop Insurance Corp., G.F.	761 1491
5.	Carl Wallace	Ag Stabilization & Cons. Comm.	452 1462
6.	Charles Penwell	Consumer & Marketing Service	453 5728
7.	Joe Morris	Cascade County Extension Office	761 6700
8.	Farm Loan Officers		
	James M. Ross	G.F. National Bank	727 3000
	John Davis	G.F. National Bank	727 3000
	Malcolm Adams	First National Bank	761 7200
	John Bink	First Westside Bank	454 2161
	Vic Hoxey	Montana Bank	761 1750
	Larry Bestwina	Village Bank	861 5335
	Clair Willits	Federal Land Bank Association	453 0363
9.	LeLand Cade	Montana Farmers Stockmen	453 7696
10.	Jed Devan	U.S. Fish & Wildlife Service	452 5031
11.	Rob Johnson	Bureau of Reclamation	452 6455
12.	Nels Thoreson	Fish & Game Department	454 3441

E. Ag Products - Businesses which assemble, sort, test grade, store and market farm and ranch products. (e.g., Elevator, Feed Mill, Dairy Processing Plant)

1.	Bob Collins	General Mills, Inc., G.F.	761 6252
2.	Frank Anderson	Peavey Co., Fort Benton	622 3661
3.	Ed Vasichek	Grain Terminal Association, G.F.	453 0381
4.	Albert Calkin	General Mills, Inc., Ulm	866 3211
5.	Vic Eisenman	Eisenman Seed Co., Fairfield	467 2521
6.	H.P. Brown	Great Falls Meat Co.	453 0341

F. Forestry - Businesses involved in the production, processing, management, and utilization of forest products. (e.g., Tree Farm, Sawmill, Wood Product Plant)

1.	Jim Anderson	Forest Service	453 7678

VII. Labor Organizations

1.	Bartenders Local No. 609	452 8722
2.	Butchers & Meat Cutters Local No. 479	452 4262
3.	Carpenter's Local Union No. 286	453 1301
4.	Hotel & Restaurant Employees Local No. 101	453 1091
5.	International Brotherhood of Electrical Workers Local 122	452 2162
6.	International Union of Operating Engineers No. 400	453 9444
7.	Laborers International Union of North America Local No. 273	452 3653
8.	Machinists No. 1064	452 4181
9.	Musicians Protective Union Local	452 3962
10.	North Central Montana Building Trade Council	452 2111
11.	Painters Local No. 268	452 0889
12.	Plumbers & Fitters Local Union 139	452 1973
13.	Retail Clerks Union No. 57	453 1781
14.	Sheet Metal Workers Local 246, Helena	442 4647
15.	Teamsters Union Local No. 45	453 7203
16.	United Steelworkers of America Local No. 16a	761 8626

VIII. Local, State, & Federal Organizations

1.	Max Amberson	Head, Dept. of Ag Ed., MSU	994 2132
2.	Bill Cady	Dir., Mont. Employment Office	761 1730
3.	Bob Beckman	Voc. Rehabilitation	454 1361
4.	Bob Scott	Bureau of Apprenticeship	452 1627
5.	Richard Perkins	Wage & Hour Compliance Officer	453 1332
6.	Bill Bush	Financial Aid Officer, CGF	761 8210
7.	Duane Roll	Librarian, G.F. Vo-Tech Center	761 5800
8.	James Whooley	Counselor, G.F. Vo-Tech Center	761 5800
9.	John Pannell	Information Referral Service	761 7261
10.	Bill Avery	Probation Officer	453 4461
11.	Jane Meyers	Public Rel., Deac. Hospital	761 1200
12.	Bob Mazur	Personnel Director, Columbus Hospital	727 3333
13.	Thaddeus E. Diebel	Dean, Vocational-Technical Div., NMC	
14.	Earl R. Hepler	Chairman of Vo-Tech Education, NMC	

IX. Miscellaneous - any people not listed under another heading.

1.	Leo McInerney	Three Rivers Telephone Coop., Fair.	467 2535
2.	Don Herman	J.C. Penney's, Great Falls	454 3421
3.	Rod Hanson	Sun River Electric Coop., Fairfield	467 2526

APPENDIX C

CAREER EDUCATION INFORMATION KIT

SCHOOL SUBJECT CAREER CLUSTER BOOKLET

CAREER EDUCATION

INFORMATION KIT

WHAT IS CAREER EDUCATION?

This is a time of great ferment and change in education; there is a tremendous amount of sound activity directed toward a great number of goals - universal literacy, raising levels of self-esteem, compensatory programs of all sorts to overcome physical, social, emotional, and cultural handicaps of youngsters in schools. They all have a special concern, and a specific population to be reached. There is also a good deal of criticism among the parents of children and people in general aimed at our schools claiming that we are not making education relevant for all youth. Career education is viewed as a new form for all young people in school. It can embrace within itself the special concerns and specific needs of nearly all educational objectives.

Career education at present is best described as a concept in search of a definition. There are many attempts being made to define this new concept and one of these is the one offered by the Maryland State Board of Education. They define career education as the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

President Nixon, because of his belief that schools should be doing more to build self-reliance and self sufficiency to prepare students for a productive and fulfilling life, has defined Career Education as a program designed to provide people of all ages with broader exposure to and better preparation for the world of work.

Sidney Marland, U.S. Commissioner of Education, sums up his feelings about the importance of career education when he states, "the purpose of elementary and secondary education in the United States is to prepare all students as well developed people to enter successfully either a job or some form of post-secondary education, whichever they choose, as soon as they leave the elementary-secondary educational system."

Following are amoung the key concepts of career education:

1. Preparation for successful working careers shall be a key objective of all education.

2. Every teacher in every course that has career relevance will emphasize the contribution that subject matter can make to a successful career.

3. "Hands-on" occupationally oriented experiences will be utilized as a method of teaching and motivating the learning of abstract academic content.

4. Preparation for careers will encompass the mutual importance of work attitudes, human relations skills, orientation to the nature of the workaday world, exposure to alternative career choices, and the acquisition of actual job skills.

5. Learning will not be reserved for the classroom but learning environments for career education will also be identified in the home, the community, and employing establishments.

6. Beginning in early childhood and continuing through the regular school years, allowing the flexibility for a youth to leave for experience and return to school for further education, including opportunity for upgrading and continued refurbishing for adult workers and including productive use of leisure time and the retirement years, career education will seek to extend its time horizons without beginning and without end.

7. Career education is a basic and pervasive approach to all education, but it in no way conflicts with other legitimate education objectives such as citizenship, culture, family responsibility, and basic education.

Disenchantment with the apparently excessive numbers of students attending colleges and universities, the continued high drop-out rate from secondary schools, colleges and universities; the high unemployment rate - all of these are among the conditions which have added impetus to the attractiveness of career education as a renewed educational focus.

Career education appears to be the "in" thing in the United States today... U.S. Commissioner of Education, Sidney P. Marland, Jr. has set as a national goal for education the preparation of each and every pupil for meaningful work or meaningful higher education lending itself to ultimate career entry and personal fulfillment. The means to this goal are being implemented in various programs around the nation offering different types of techniques to get the job done. This career education kit is an attempt to focus some attention to this important problem and hopefully bridge a gap until a career education program is implemented as part of the curriculum.

The need for career education is apparent when you consider the following points:

1. only about 20% of the students that start school in the first grade finish college.

2. the U.S. Department of Labor tells us that for now and the foreseeable future 80% of the nations' jobs will be handled by employees with less than a baccalaureate degree.

3. the Bureau of Labor Statistics has estimated that 70% of today's 23 year olds have no formal training or have not completed college. Contrast this with the fact that 80% of the positions available demand specific preparatory education and training.

4. of every 10 students in high school, two receive occupational training of some sort and three go to college (although one of these drops out). This means that more than one-half of all students now in high school - 1,500,000 - ought to have opportunities, counseling, and attractive options in occupational training. The system, and the attitudes of young people and their parents, foreclose these conditions in most schools.

5. In the 1970-71 school year there were 850,000 elementary and secondary school dropouts. There were 750,000 general education students who graduated from high school but who did not attend college and were not prepared for entering a job. There were 850,000 high school students who entered college (in 1967) but dropped out in 1970. These three groups comprise an estimated total of 2,450,000 young people who should have had the opportunities for realistic education in career development but did not. Those 2,450,000 pupils cost us about 28 billion dollars, which is almost one-third of the entire educational expenditure for the nation.

Career education should embrace vocational and technical education and go farther and wider. It will help direct every student toward a career goal, including those aiming for professions.

Byrl R. Shoemaker, Ohio State Director of Vocational Education, warns us that, "career education offers perhaps the last opportunity to make education relevant for all youth". As Ken Hoyt, a well known vocational counselor educator, says, "The goals of career choice lie in its process, not in its end results. It is not *what* the individual chooses that concerns us. What is important is *that he chooses*. It is the reality of choice rather than the realism of choice that is our primary concern?"

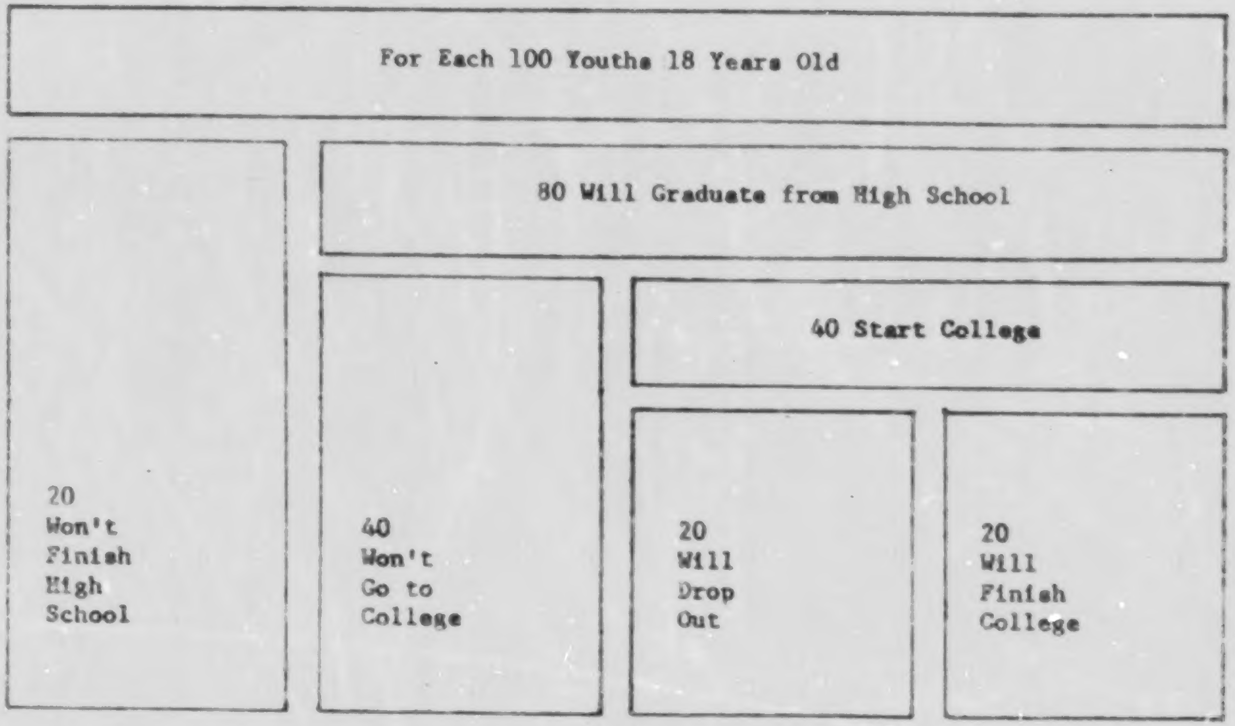
Career education does not ask the academic classroom teacher to simply add one or more units to an already overcrowded set of learning objectives. Rather, it asks the teacher to change and adapt current lesson plans to accommodate a career education emphasis.

We are concerned with the tenth, eleventh, and twelveth grades in this career education project but the overall emphasis in most programs is from kindergarten through grade twelve. The elementary emphasis is an awareness, the junior high on exploration, and the senior high on preparation for a job. Since there has been little career orientation to date some of the proposed projects may seem to be slanted twoard the junior high or ninth grade group but this is necessary in order to get the program off the ground.

This Career Education Information Kit will help provide you with materials, methods, references, and impetus to incorporate into your teaching an awareness on the part of the students of the importance of career development and selection. There are innummerable times when a discussion of careers will fit into and supplement your course work and this kit will offer suggestions for your use in accomplishing this end. Hopefully, a careers discussion may help to answer the question often asked by the students, "Why do I have to take this stuff?".

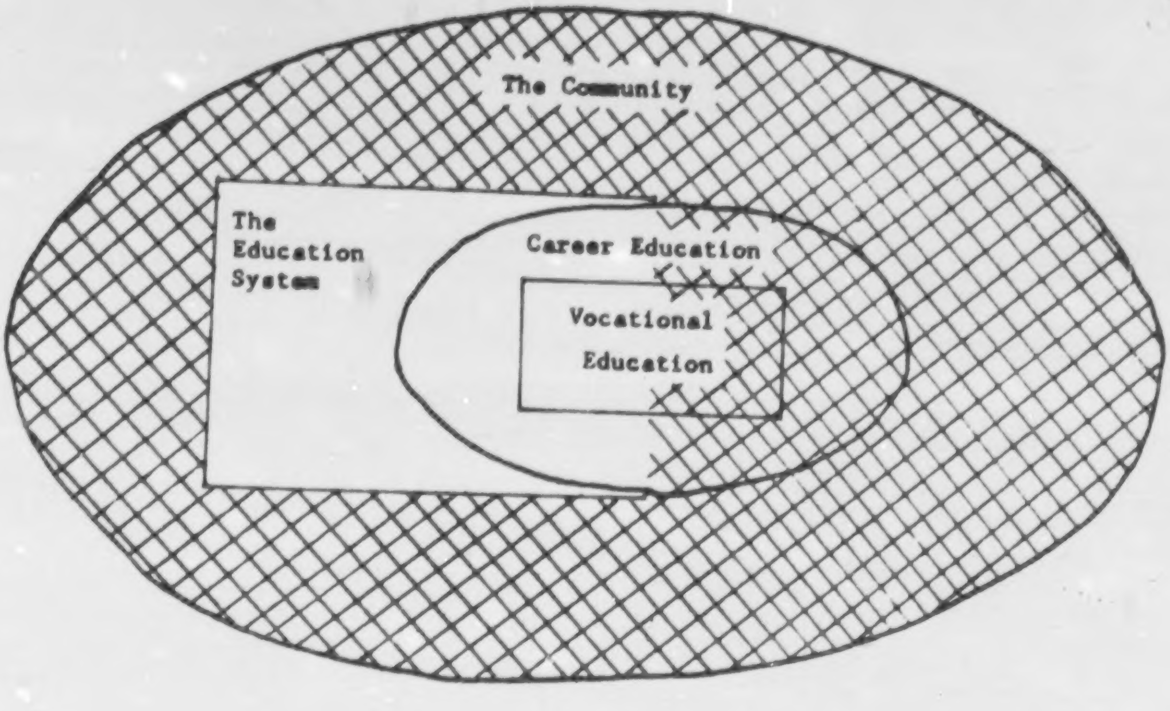
Everyone is looking for answers. Perhaps we can get them by pooling the resources of our community and school.

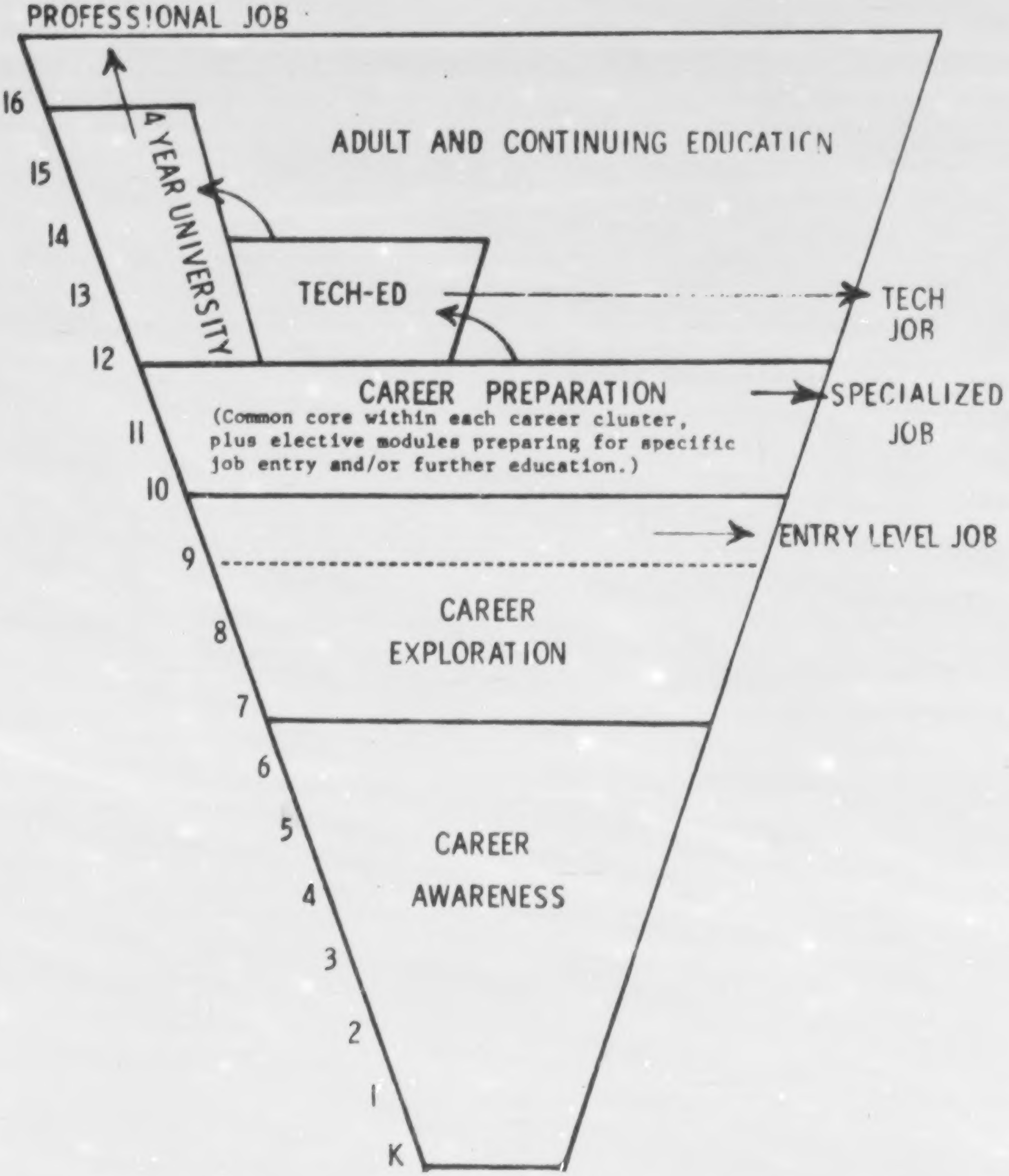
EDUCATIONAL ATTAINMENT - YOUTH AGE 18
MONTANA 1965


For Each 100 Youths 18 Years Old
20 Won't Finish High School
80 Will Graduate from High School
40 Won't Go to College
40 Start College
20 Will Drop Out
20 Will Finish College

Prepared by John C. Bower, Personnel & Training Officer, Montana Cooperative Extension Service, Bozeman, Montana

CAREER EDUCATION'S
PLACE in EDUCATION


The Community
The Education System
Career Education
Vocational Education

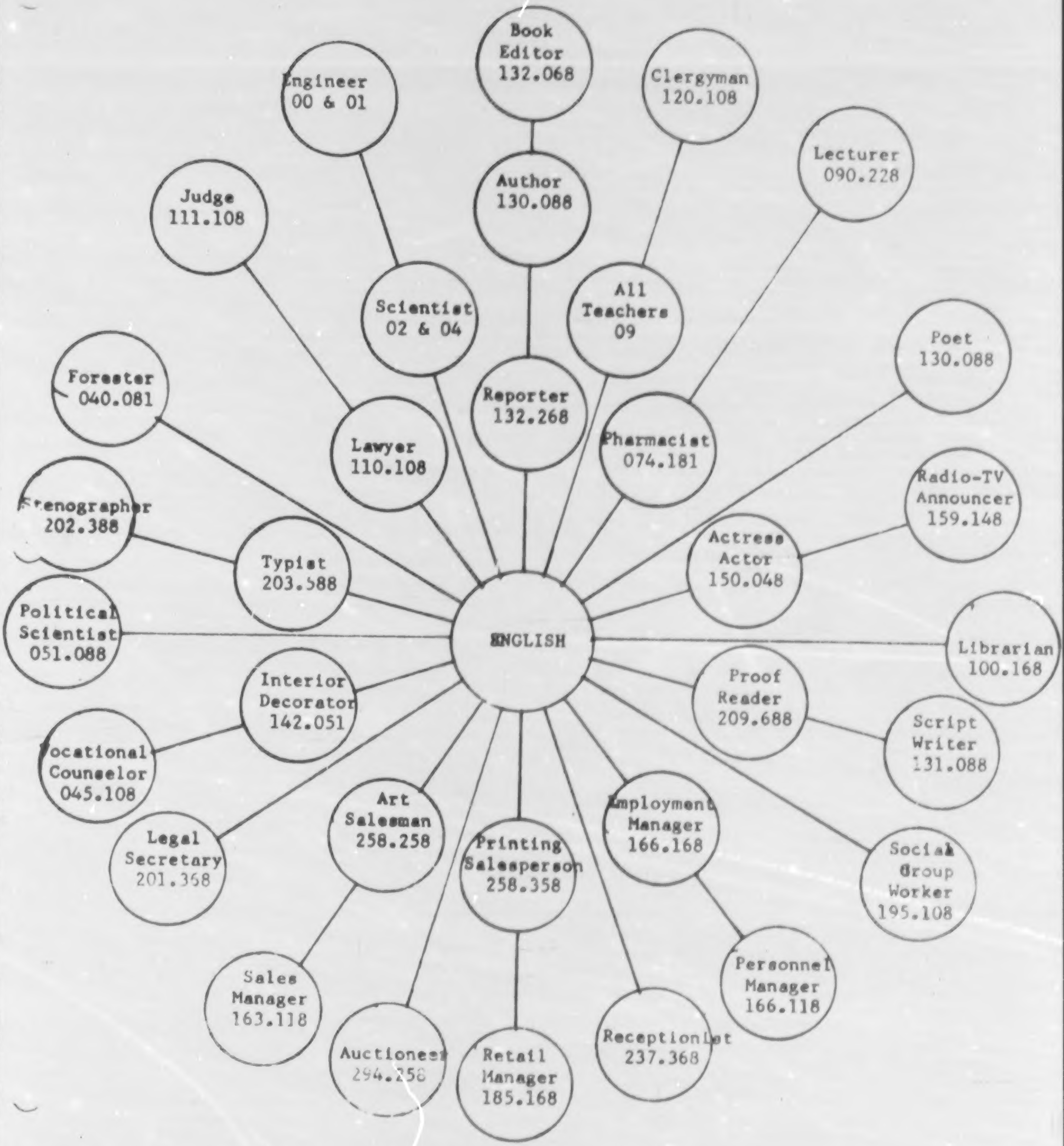

PROFESSIONAL JOB
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
K
4 YEAR UNIVERSITY
ADULT AND CONTINUING EDUCATION
TECH-ED
TECH JOB
CAREER PREPARATION
(Common core within each career cluster, plus elective modules preparing for specific job entry and/or further education.)
SPECIALIZED JOB
ENTRY LEVEL JOB
CAREER EXPLORATION
CAREER AWARENESS

CAREER EDUCATION

The diagram on the following page is designed to assist students who are undecided about a specific occupation, but have an interest in one of the major subject areas. Each occupation has been coded according to the Dictionary of Occupational Titles for easy reference. Students desiring to obtain additional information about a certain occupation can refer to the career file by using the Dictionary of Occupational Titles code number shown below each occupation on the chart.

The Dictionary of Occupational Titles (D.O.T.) is a United States Department of Labor publication consisting of two volumes. Volume I of the third edition contains names and definitions of the various occupations in the economy arranged alphabetically according to the job titles. There are 21,741 separate occupations defined which are known by 13,809 additional titles making a total of 35,550 titles defined. The second volume complements Volume I in which thousands of jobs currently in the American economy are listed and defined. Volume II groups have the same basic occupational, industrial, or worker characteristics to help the user discern relationships among occupations; and as a standard approach to classifying the abilities, vocational experiences and potentials of workers.

Any teacher interested in career education will be provided with a desk top subject area poster set with all 14 subject areas listed. The next page shows an English subject area cluster as an example.


Book Editor 132.068
Engineer 00 & 01
Clergyman 120.108
Lecturer 090.228
Judge 111.108
Author 130.088
Scientist 02 & 04
All Teachers 09
Poet 130.088
Forester 040.081
Reporter 132.268
Lawyer 110.108
Pharmacist 074.181
Radio-TV Announcer 159.148
Stenographer 202.388
Typist 203.588
Actress Actor 150.048
Political Scientist 051.088
ENGLISH
Librarian 100.168
Interior Decorator 142.051
Proof Reader 209.688
Vocational Counselor 045.108
Script Writer 131.088
Legal Secretary 201.368
Art Salesman 258.258
Printing Salesperson 258.358
Employment Manager 166.168
Social Group Worker 195.108
Sales Manager 163.118
Personnel Manager 166.118
Auctioneer 294.258
Retail Manager 185.168
Receptionist 237.368

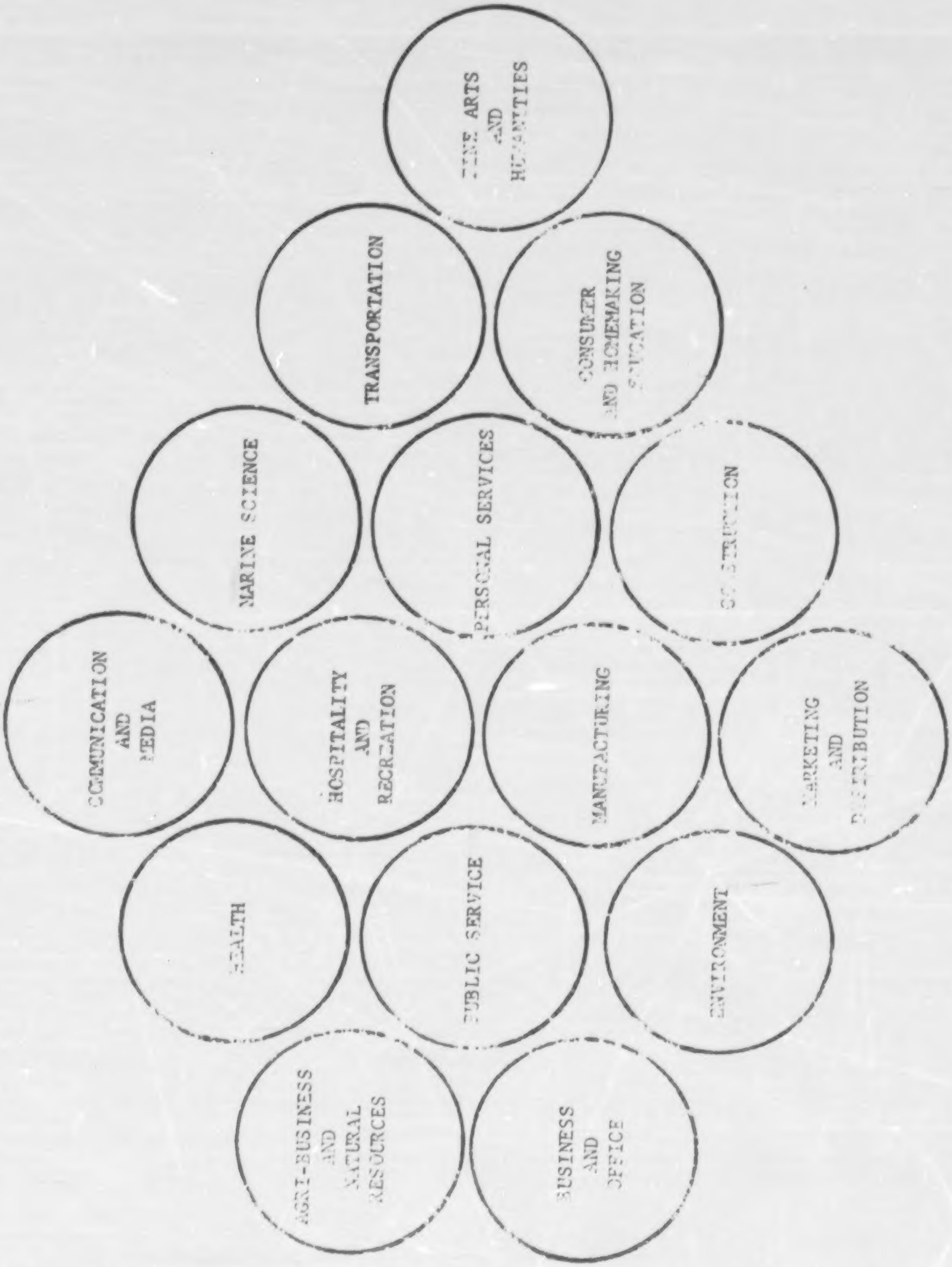
Career education embraces 15 job clusters developed by specialists in the U.S. Office of Education. The fifteen clusters are as follows:

1. Health
2. Agri-Business and Natural Science
3. Business and Office
4. Public Service
5. Environment
6. Communication and Media
7. Hospitality and Recreation
8. Manufacturing
9. Marketing and Distribution
10. Marine Science
11. Personal Services
12. Construction
13. Transportation
14. Consumer and Homemaking Education
15. Fine Arts and Humanities

These were designed as a means of promoting career education by clusters and are not a curriculum or specific courses to be taught. These clusters are different than the subject area clusters used in this kit but the subject area concept blends well with subjects taught in school.

With a K - 12 career education program the 15 job cluster design can be used to make sure that the students are exposed to all of the job cluster areas. The 15 job clusters are handy references to use in presenting the entirety of jobs available in our occupational setting.

15 JOB CLUSTERS
Developed by Specialists
in the U.S. Office of Education


FINE ARTS AND HUMANITIES
TRANSPORTATION
CONSUMER AND HOMEMAKING EDUCATION
MARINE SCIENCE
PERSONAL SERVICES
CONSTRUCTION
COMMUNICATION AND MEDIA
HOSPITALITY AND RECREATION
MANUFACTURING
MARKETING AND DISTRIBUTION
HEALTH
PUBLIC SERVICE
ENVIRONMENT
AGRI-BUSINESS AND NATURAL RESOURCES
BUSINESS AND OFFICE

SUGGESTED ACTIVITIES THAT TEACHERS CAN USE TO STIMULATE A CAREER EDUCATION PROGRAM

The length of this list is limited only by the extent of your imagination.

1. Related subject matter to career opportunities and leisure time activities at the beginning of each course.

2. Continuously related respective subject matter to the world of work.

3. Promote positive attitudes towards work.

4. Use "hands-one" material that will be provided.(a list of materials can be found on the following pages.)

5. Have the students write a one-page composition in which they answer these questions:

   a. What career do you feel you would most like to pursue at the present time?
   b. Why does this career interest you?
   c. What preparations do you think you will need to enter this career?
   d. What rewards do you think will come from this career?

   This theme should be done neatly. It need not be researched as the most important part is what the students think. This can be done in one class period. As an incentive for taking this assignment seriously, it might be mentioned that these papers will be given to the counselors (if you plan to do so).

6. As a follow-up to activity #5, you could read several of the papers written previously (anonymously). Each composition probably will offer some discussion possibilities. Some obvious misbeliefs could be corrected. The purpose of this entire activity is to get students thinking about their future. It is important that no career be regarded as insignificant or a waste of time.

7. Show a filmstrip on "Choosing Your Career" which will give a broad background to this whole business we're concerned with.

8. It would be desirable to give an interest survey and go over the results with the class. Perhaps a counselor could make the arrangements.

9. Have each student research a job he likes.

10. Have the student interview a person who has a job like the one he researched.

11. Have the student write about the job he had this past summer and explain how it applies to our sociological environment, economy, etc.

12. Let the student investigate a variety of job clusters relative to their interests.

13. Borrow a career file from the counselor and let your class browse through it.

14. Explain the Dictionary of Occupational Titles (D.O.T.) to the students. (Maybe get help on this from the counselors.

15. Career exploration may be next in order by using the filmstrips: "Why Work at All?', "An Overview of Tehcnical Education," "Liking Your Job and Your Life," or "Preparing for the World of Work."

16. Class visits to the Vo-Tech Center.

17. Use guest speakers that are relative to the subject being taught. (A list of these speakers will be provided to you to add to the ones you know).

18. The filmstrip "Your Personality: The You Others See" could be helpful.

19. For your women's liberationists you could use the filmstrip "Jobs and Gender."

20. Have the students list at least 50 occupations and trades represented in the building and operation of your school.

21. Prepare a paper on the occupation of a parent.

22. Invite a parent in to discuss his or her job with the students.

23. Prepare bulletin board display on occupations.

24. Take field trips to places of business. (A list of possible places to visit will be provided to you to add to the places you know about).

25. Could use another teacher as a guest speaker.

26. Use the Occupational Outlook Handbook as a handy reference for careers. (Check with the counselors.)

27. "How to Succeed in High School - By Trying" is another appropriate filmstrip to use.

28. Be sure to structure the interviews, visits, and speaking engagements and conduct follow-ups in each case.

29. Since some of the students will be interested in college the filmstrip "Should You Go to College" might be a good opener on the subject. A review of your college days might be in order. Many students have no idea at all what college is like and many questions and much learning could result.

30. This topic could be pursued and extended by bringing in the couselors and discussing types of colleges, requirements, costs, etc.

31. It would be desirable to have the counselors interpret the DAT or any other aptitude test given and compare these results with the interest inventory results.

32. Show a filmstrip on the importance of school. There are several available: "Dropping Out: Road to Nowhere", "Four Who Quit"

33. Discuss with students where to look for employment. (Could use Employment Office Counselors for this).

    a. placement office
    b. family and friends
    c. employment agencies
    d. newspaper ads
    e. beat the streets
    f. city, county, and federal govn.
    g. school
    h. college
    i. direct calling
    j. etc.

34. Role play job interviews.

35. Work with students on making out job applications and personal data sheets. (Examples will be found on the following pages.)

36. Use the "Life Career Game" - check with the counselors.

37. Use any job simulation project that fits your curriculum and that you can devise.

38. Suggest that occupationally oriented seniors take the General Aptitude Test Battery (GATB) from the Employment Office.

39. Integrate vocational concepts into the normal classroom activities.

40. Relate relevant job information which will be provided to you at a later date.

41. Could have bank people come in to talk about wise use of money; saving money, investing, buying homes, insurance, etc.

42. Have the students prepare a budget and discuss the results.

43. Refer to the textbook, "World of Work" for good ideas. Check with the counselor for a copy of the book.

This is only a guide that may be used. Feel free to use it any way you see fit; in any order, adding or deleting any part of it. You are restricted only by the range of your imagination. It would be appreciated if you would share your ideas, successes, and failures with the rest of us so that a better program may evolve.

LIST OF MATERIALS THAT TEACHERS CAN USE TO STIMULATE A CAREER EDUCATION PROGRAM

Filmstrips (Cassettes)

1. Dare to be Different
2. Your Personality: The You Others Know
3. Failure: A Step Towards Growth
4. Jobs and Gender
5. Your First Week on the Job
6. Job Hunting: Where to Begin
7. One the Job: Four Trainees
8. Liking Your Job and Your Life
9. Why Work at All?
10. Trouble at Work
11. A Job That Goes Someplace
12. Preparing for the Jobs of the '70's
13. Four Who Quit
14. What You Should Know Before You Go to Work
15. Dropping Out: Road to Nowhere
16. Jobs for High School Students
17. Preparing for the World of Work
18. Choosing Your Career
19. Getting and Keeping Your First Job
20. If Your Not Going to College
21. An Overview of Technical Education
22. Your Job Interview
23. High School Course Selection and Your Career

24. How to Succeed in High School: By Trying

25. Should You Go to College?

26. Choosing a College

27. Different Ways to go to College

28. Getting into College if You're an Average Student

29. I Wish I'd Known That Before I Went to College

Subject Area Occupational Cluster Posters - large, in the counselors office

Subject Area Occupational Cluster Posters - small, for desktop use

Book: "Career Education: What it is and how to do it"

Booklet: "Career Education: A handbook for Implementation"

Filmstrip: "Jobs for the 1970's"

Book: "Succeeding in the World of Work"

Game: "Life Career Game"

____________________High School
Vocational Agriculture Department

(Sample Letter of Application)

Box 100
Farmville, U.S.A.
September 20, 1965

Mr. John McAhee, Manager
Browns Farm Implement Co.
340 Main Street
Farmville, U.S.A.

Dear Mr. McAhee:

Mr. Andrews, vocational agriculture teacher-coordinator at Farmville High School, has informed me of a vacancy in the tractor and machinery parts department of your firm. I would like to submit my name for consideration for this position.

At present, I am a student enrolled in the agricultural occupations program at Farmville High School and therefore, will be available for employment from 2:00 p.m. on school days, and the entire day on Saturdays and during the summer. I do not plan to go to college, and I plan to seek full-time employment in an agricultural firm when I graduate.

I have lived and worked on a farm all my life. Last summer I worked in the parts division of the Farmville Tractor and Equipment Co. I have served as secretary of the local F F A Chapter and scholastically, I rank in the upper fourth of my high school class.

I am interested in a career in agricultural machinery sales and recognize the value of being associated with a firm of your reputation. I would appreciate a personal interview with you at your earliest convenience so you may become better acquainted with my qualifications. I will be available for an interview after 2:00 p.m. on school days and any time on Saturdays.

I may be contacted at the above address or through Mr. Andrews at the high school. I am looking forward to your reply.

Sincerely,

John Jones

______________________High School
Vocational Agriculture Department

APPLICATION FOR EMPLOYMENT
Trainee Practice Form
Vocational Agriculture Occupations Training Program

PERSONAL INFORMATION

Name____
(Last) (First) (Middle)

Address__________________________________ Telephone____________
(Street) (city) (state)

Social Security Number____________________ Date of Birth____________

Height____________ Weight____________ List physical handicaps if any:______
____

Have you ever been seriously injured on a job?__________ Explain__________
____

Did you receive compensation for the injury?______________________

Have you ever been convicted in a court of law for any violation other than traffic?__________ If so, explain?__________________________
____

EDUCATION BACKGROUND

Public School Attended: Name of School______________ City________ State________

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12
(Circle number indicating highest grade completed.)

Leadership Activities:_____________________________________
____
____

SPECIAL SKILLS YOU POSSES

List your fields of training_______________________________
____

Machines you can operate_________________________________
____
____

Continued from preceding page ______________________________

OCCUPATIONAL EXPERIENCE

(Start with your last position and work to the first)

1. ______________________________

Exact title of position Name and address of employer

____

Reason for leaving

Dates of Employemtn From: ______________ To: ______________

2. ______________________________

Exact title of position Name and address of employer

____

Reason for leaving

Dates of Employment From: ______________ To: ______________

3. ______________________________

Exact title of position Name and address of employer

____

Reason for leaving

Date of Employment From: ______________ To: ______________

REFERENCES

(Name)	(Title)	(Business)	(Address)

Employer's comment ______________________________

____

____

____

____________________ High School
Vocational Agriculture Department

(Sample Personal Data Sheet)

John Jones
Box 100
Farmville, U.S.A.

Personal Information

Age: 17
Height: 5'9"
Weight: 160
Health: Excellent
Telephone: 262-9038

Job Objective

I wish to secure a position in retail selling of agricultural products. My first preference is farm machinery and equipment sales. My second preference is in the area of agricultural chemical sales.

NOTE: State the kind of position you desire or the specific interest you have. Clearness of objective and clarity of expression are both important. State your interest fully but be as brief as possible.

Education

High School: Senior at Farmville High School
Major: Vocational Agriculture
Technical Skill: Three years vocational agriculture, with specific instruction in repair and adjustment of farm equipment and machinery, farm welding, public speaking, parliamentary procedure, animal science, and crop science.
Leadership Activities: Secretary of FFA, Treasurer of Sophomore class, member of Student Council.

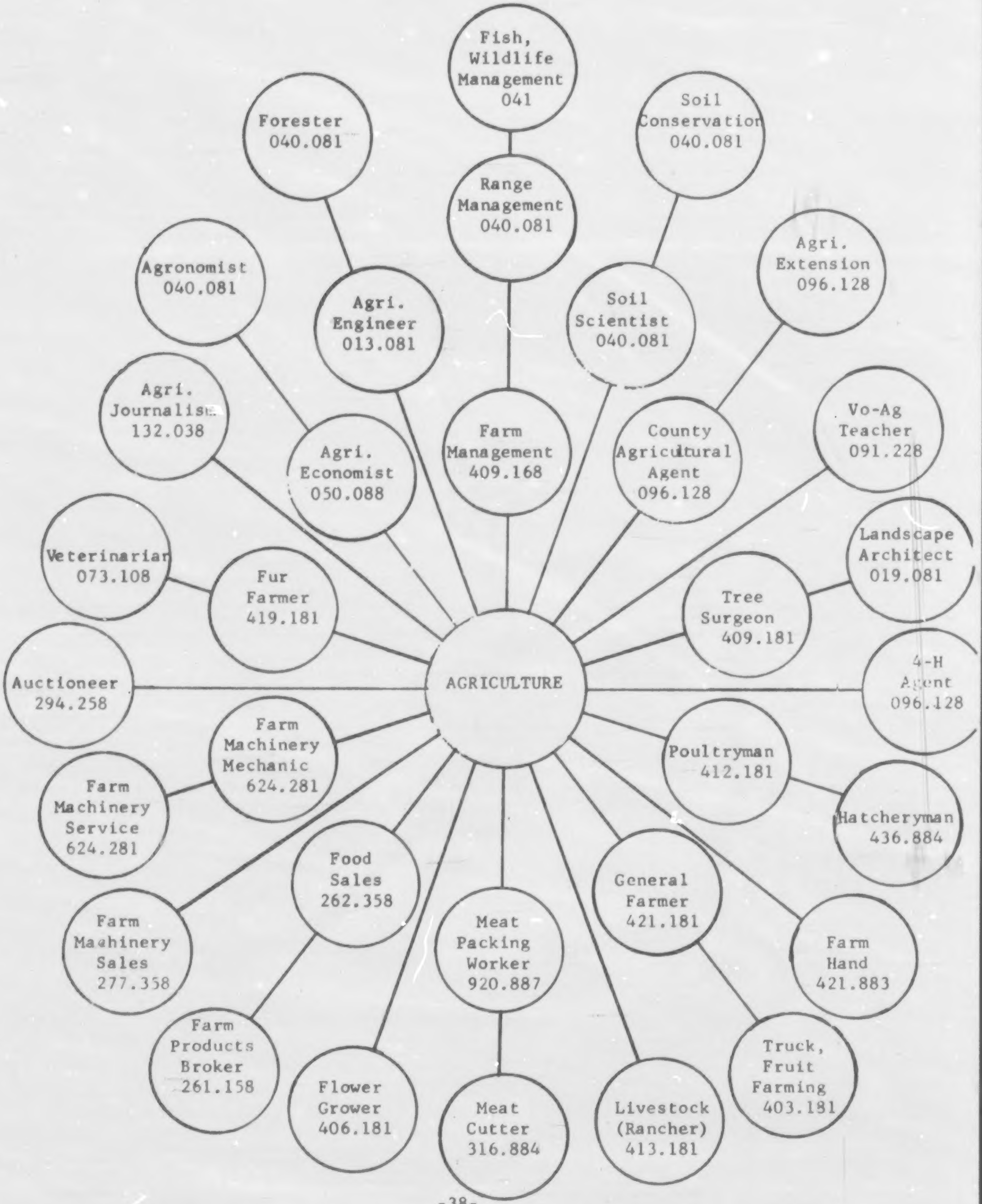
Work Experience

Farmville Tractor & Equipment, Main Street, Farmville.
work in the parts department during the summer of 1965.
Jones Farm, Box 100, Farmville.
worked as a general farm worker on my father's farm after school and during the summers from 1960 to 1964.
NOTE: Briefly list all the jobs or positions you have held giving the employer's name, address, title of job, and length of service. Begin with your most recent job first.

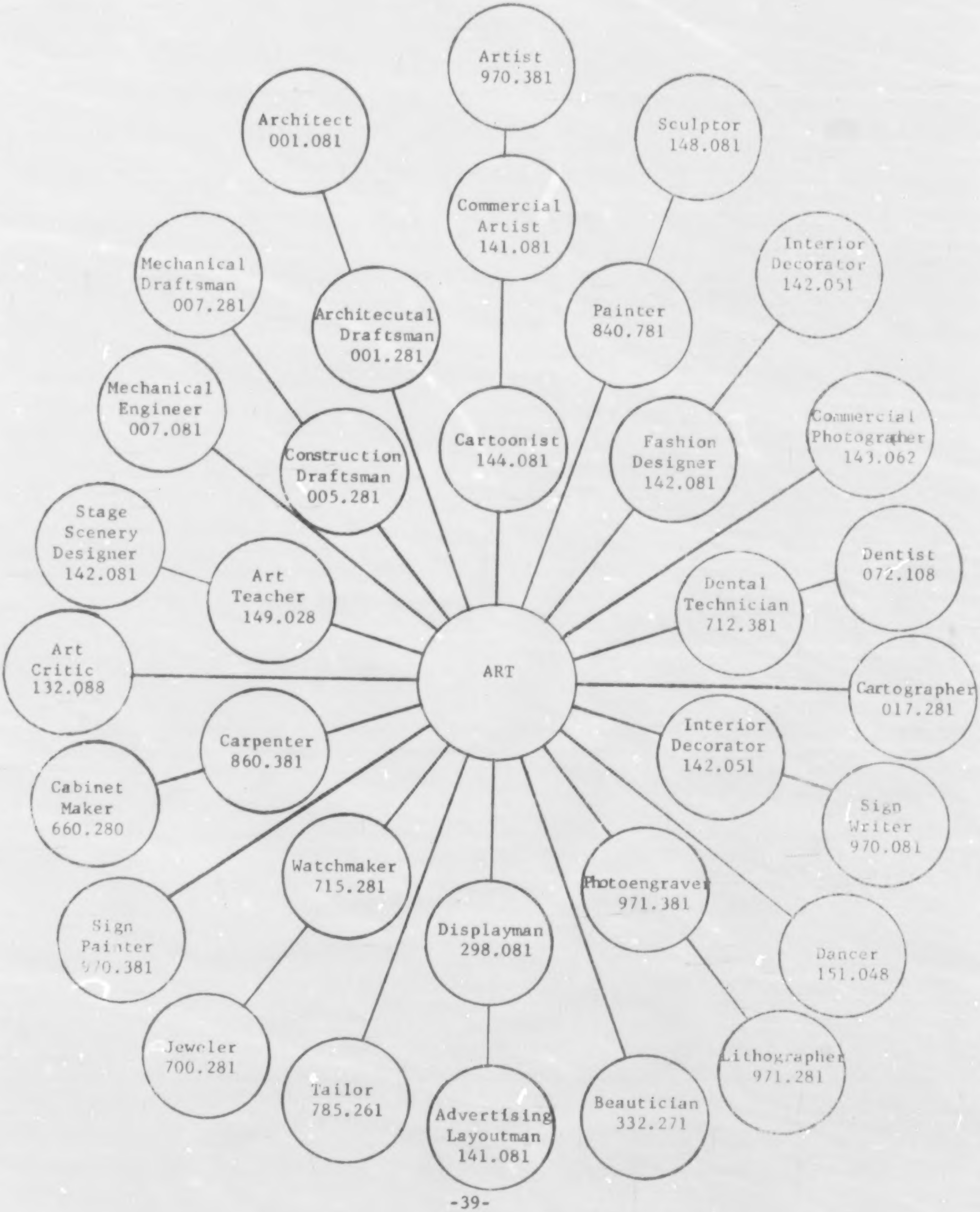
References

Mr. Neal Goves, Manager, Farmville Tractor & Equipment Co., Main Street, Farmville.
Mr. Gilbert Andrews, vocational agriculture instructor, Farmville High School, Farmville.
Mr. Claude Rolloff, Box 101, Farmville.
NOTE: Obtain permission to use names. The following is acceptable if references are not listed: "Appropriate business and personal references will be furnished upon request."

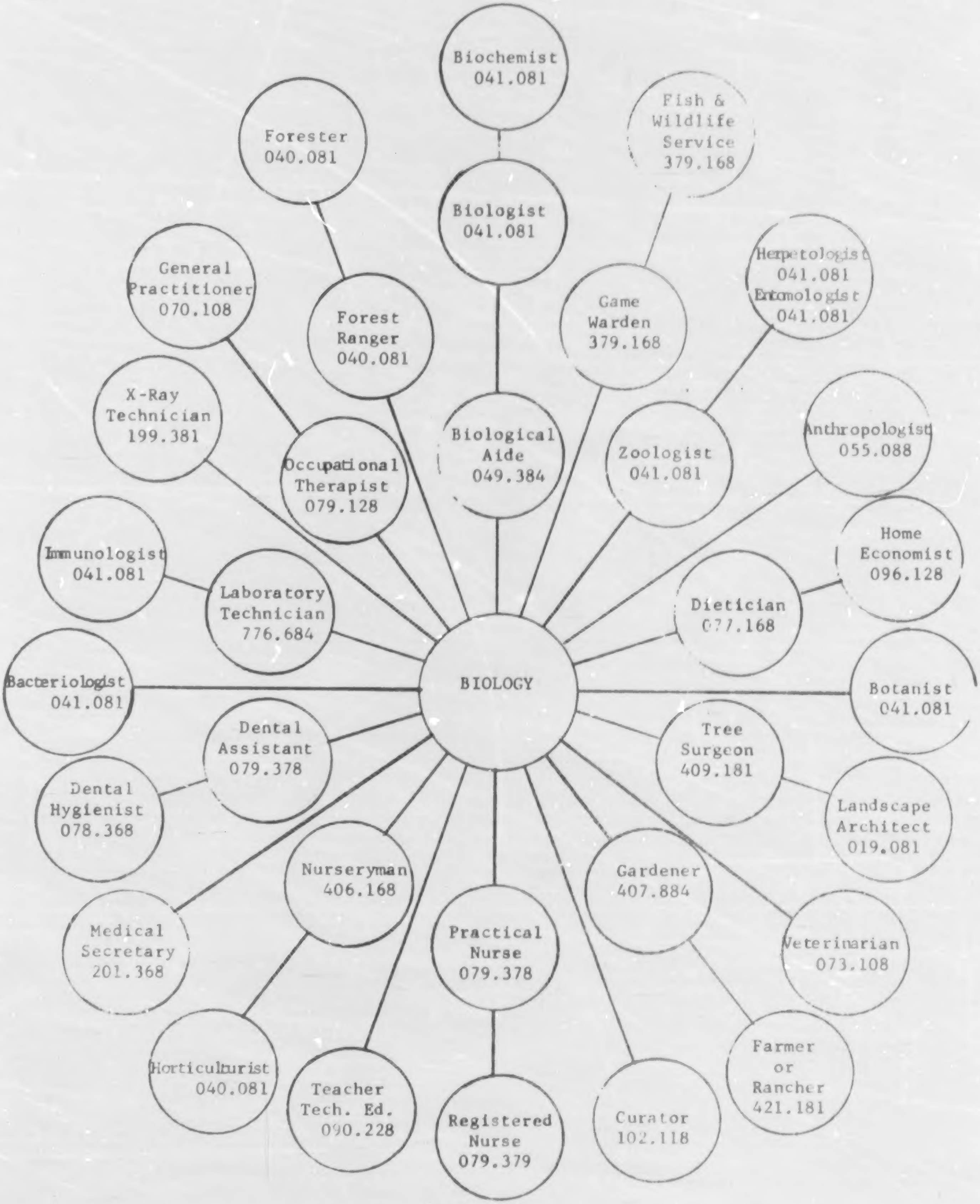
OCCUPATIONS RELATED TO AGRICULTURE


AGRICULTURE
Fish, Wildlife Management 041
Forester 040.081
Soil Conservation 040.081
Range Management 040.081
Agronomist 040.081
Agri. Engineer 013.081
Soil Scientist 040.081
Agri. Extension 096.128
Agri. Journalism 132.038
Agri. Economist 050.088
Farm Management 409.168
County Agricultural Agent 096.128
Vo-Ag Teacher 091.228
Landscape Architect 019.081
Veterinarian 073.108
Fur Farmer 419.181
Tree Surgeon 409.181
Auctioneer 294.258
4-H Agent 096.128
Farm Machinery Mechanic 624.281
Poultryman 412.181
Farm Machinery Service 624.281
Hatcheryman 436.884
Food Sales 262.358
General Farmer 421.181
Meat Packing Worker 920.887
Farm Machinery Sales 277.358
Farm Hand 421.883
Farm Products Broker 261.158
Truck, Fruit Farming 403.181
Flower Grower 406.181
Meat Cutter 316.884
Livestock (Rancher) 413.181

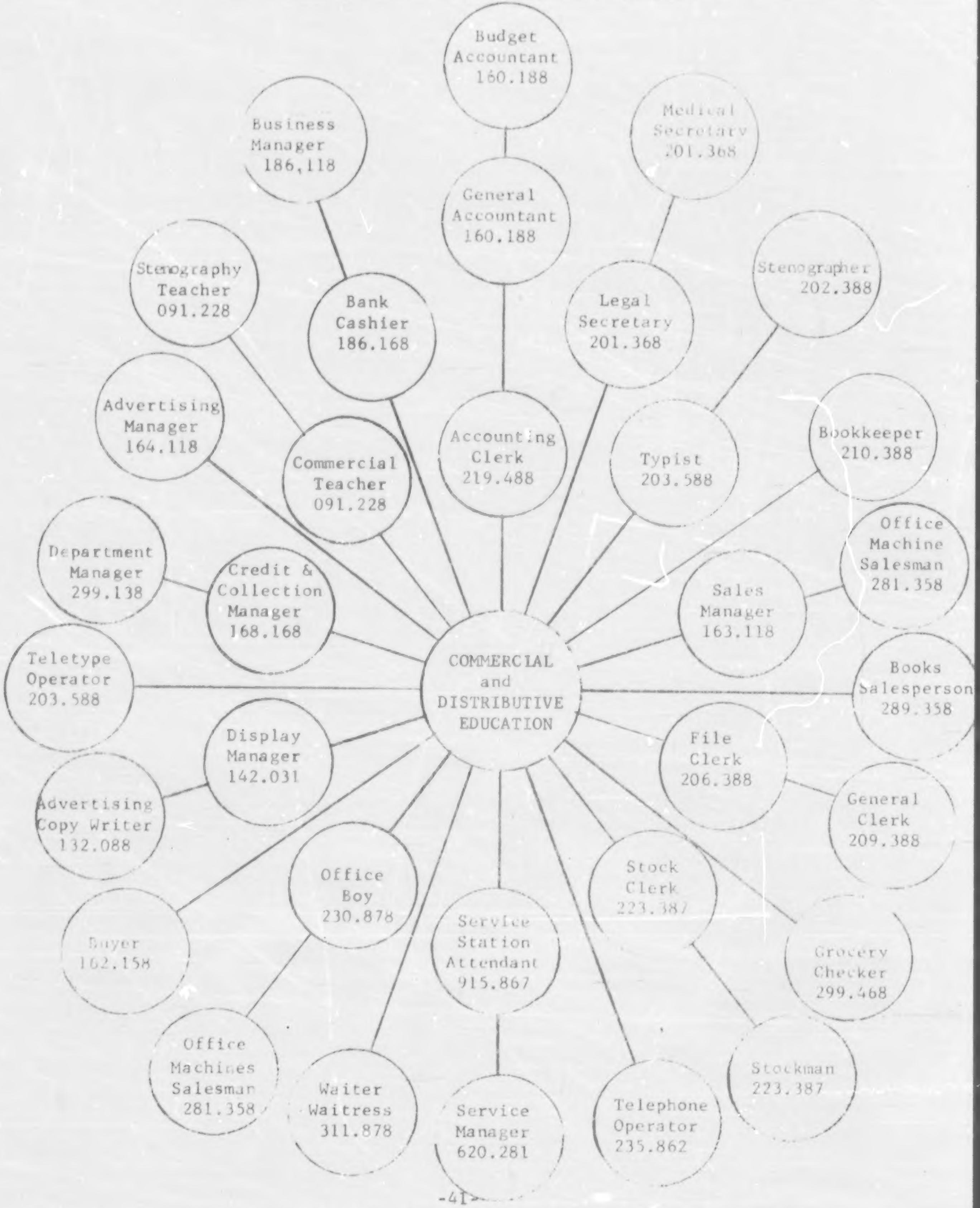
OCCUPATIONS RELATED TO ART


Artist 970.381
Architect 001.081
Sculptor 148.081
Commercial Artist 141.081
Mechanical Draftsman 007.281
Interior Decorator 142.051
Architecutal Draftsman 001.281
Painter 840.781
Mechanical Engineer 007.081
Cartoonist 144.081
Fashion Designer 142.081
Commercial Photographer 143.062
Construction Draftsman 005.281
Stage Scenery Designer 142.081
Art Teacher 149.028
Dental Technician 712.381
Dentist 072.108
Art Critic 132.088
ART
Cartographer 017.281
Carpenter 860.381
Interior Decorator 142.051
Cabinet Maker 660.280
Sign Writer 970.081
Watchmaker 715.281
Photoengraver 971.381
Displayman 298.081
Sign Painter 970.381
Dancer 151.048
Jeweler 700.281
Tailor 785.261
Lithographer 971.281
Beautician 332.271
Advertising Layoutman 141.081

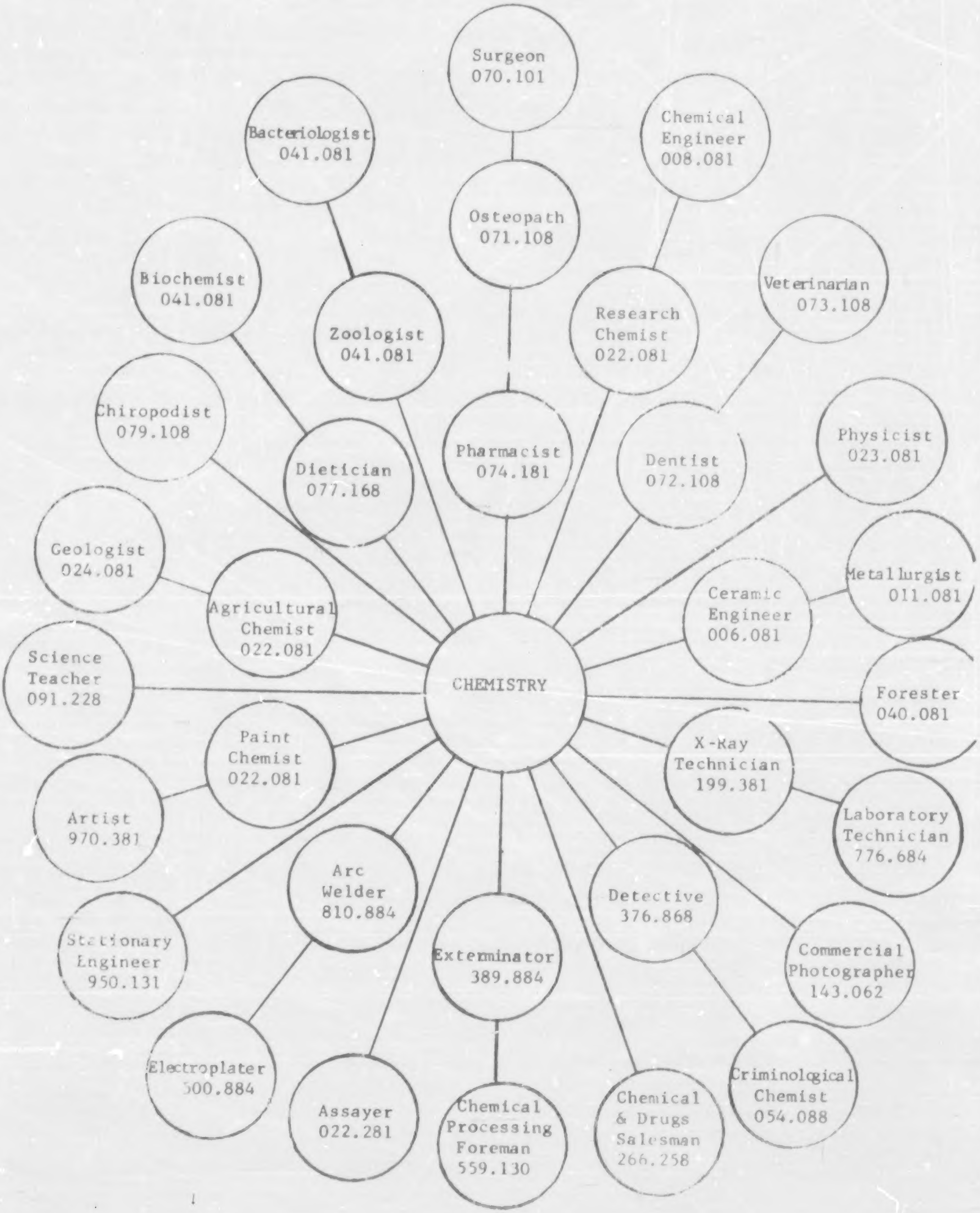
O[illegible]ATI[illegible] REL[illegible] T[illegible] [illegible]OLO[illegible]


BIOLOGY
Biochemist 041.081
Biologist 041.081
Biological Aide 049.384
Fish & Wildlife Service 379.168
Game Warden 379.168
Herpetologist 041.081
Entomologist 041.081
Zoologist 041.081
Anthropologist 055.088
Home Economist 096.128
Dietician 077.168
Botanist 041.081
Tree Surgeon 409.181
Landscape Architect 019.081
Veterinarian 073.108
Gardener 407.884
Farmer or Rancher 421.181
Curator 102.118
Practical Nurse 079.378
Registered Nurse 079.379
Teacher Tech. Ed. 090.228
Nurseryman 406.168
Horticulturist 040.081
Medical Secretary 201.368
Dental Assistant 079.378
Dental Hygienist 078.368
Bacteriologist 041.081
Laboratory Technician 776.684
Immunologist 041.081
Occupational Therapist 079.128
X-Ray Technician 199.381
General Practitioner 070.108
Forest Ranger 040.081
Forester 040.081

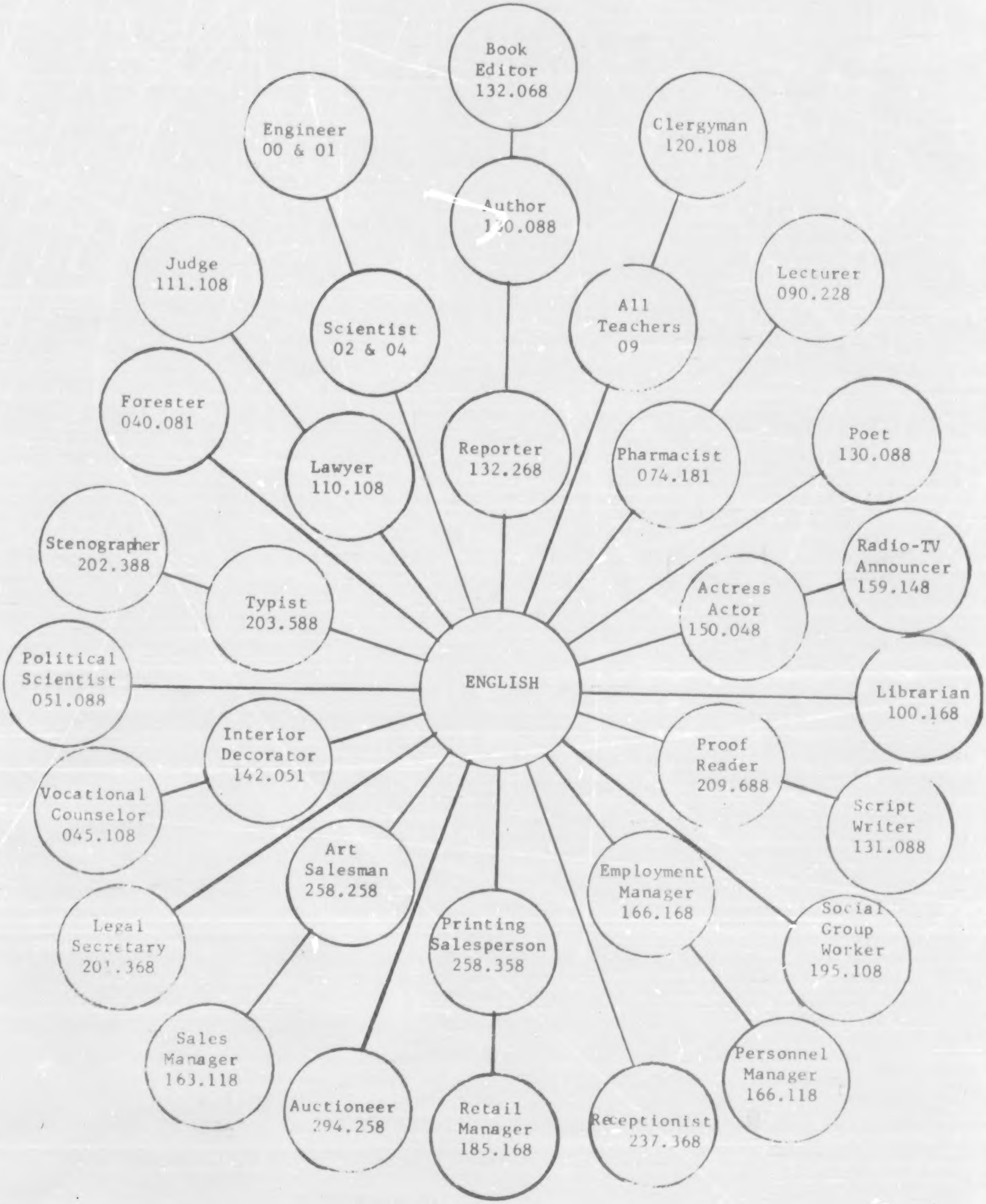
[illegible]SIN[illegible] TRA[illegible]NG A[illegible] DIS[illegible]UTI[illegible] EDUC[illegible]ON


COMMERCIAL and DISTRIBUTIVE EDUCATION
Budget Accountant 160.188
General Accountant 160.188
Accounting Clerk 219.488
Medical Secretary 201.368
Legal Secretary 201.368
Stenographer 202.388
Typist 203.588
Bookkeeper 210.388
Office Machine Salesman 281.358
Sales Manager 163.118
Books Salesperson 289.358
File Clerk 206.388
General Clerk 209.388
Stock Clerk 223.387
Grocery Checker 299.468
Stockman 223.387
Telephone Operator 235.862
Service Station Attendant 915.867
Service Manager 620.281
Waiter Waitress 311.878
Office Boy 230.878
Office Machines Salesman 281.358
Buyer 162.158
Display Manager 142.031
Advertising Copy Writer 132.088
Teletype Operator 203.588
Credit & Collection Manager 168.168
Department Manager 299.138
Commercial Teacher 091.228
Advertising Manager 164.118
Stenography Teacher 091.228
Bank Cashier 186.168
Business Manager 186,118

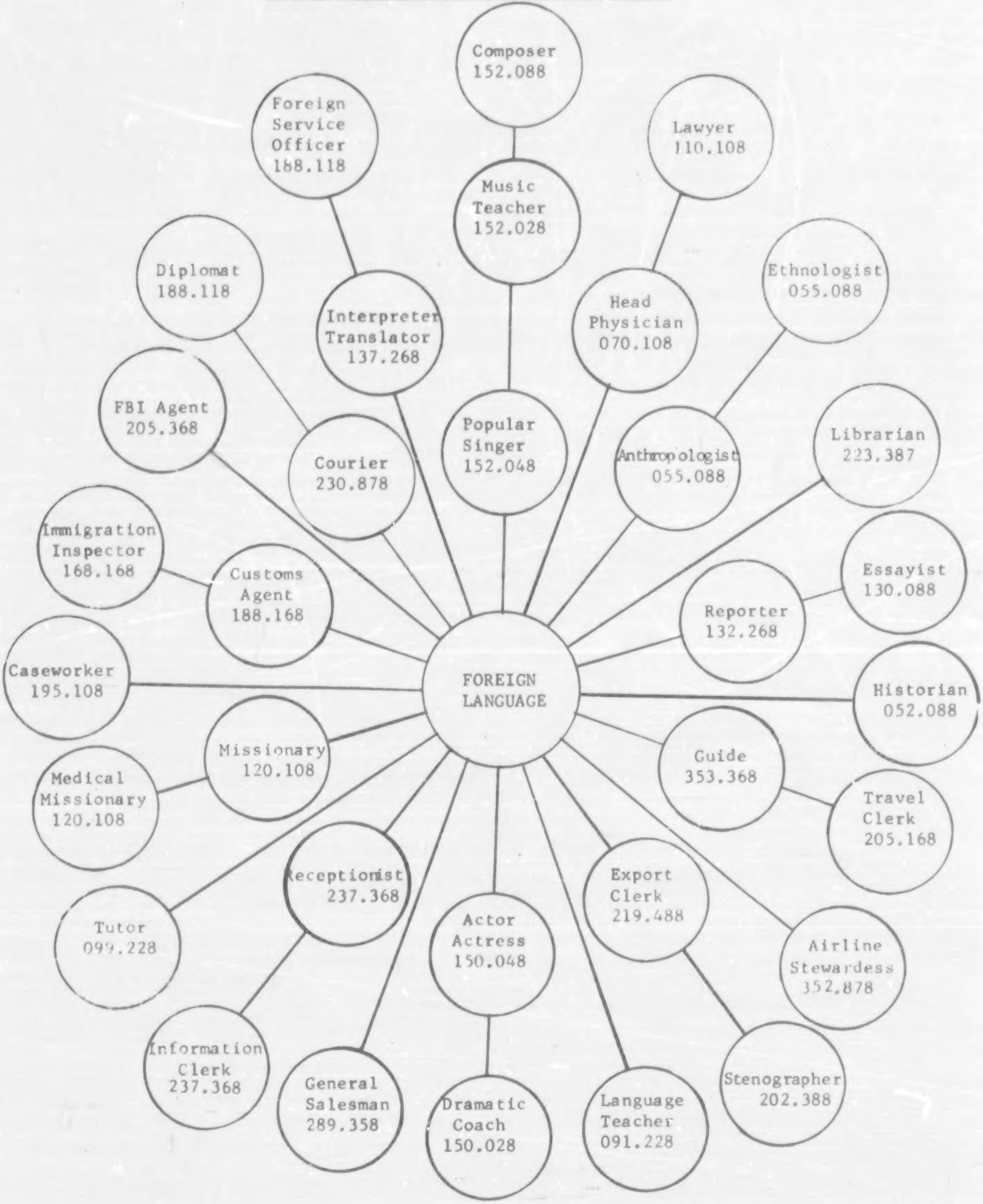
OCCUPATIONS RELATED TO CHEMISTRY


CHEMISTRY
Surgeon 070.101
Osteopath 071.108
Pharmacist 074.181
Bacteriologist 041.081
Zoologist 041.081
Chemical Engineer 008.081
Research Chemist 022.081
Biochemist 041.081
Dietician 077.168
Veterinarian 073.108
Dentist 072.108
Chiropodist 079.108
Physicist 023.081
Geologist 024.081
Agricultural Chemist 022.081
Ceramic Engineer 006.081
Metallurgist 011.081
Science Teacher 091.228
Forester 040.081
Paint Chemist 022.081
X-Ray Technician 199.381
Artist 970.381
Laboratory Technician 776.684
Arc Welder 810.884
Detective 376.868
Stationary Engineer 950.131
Exterminator 389.884
Commercial Photographer 143.062
Electroplater 500.884
Assayer 022.281
Chemical Processing Foreman 559.130
Chemical & Drugs Salesman 266.258
Criminological Chemist 054.088

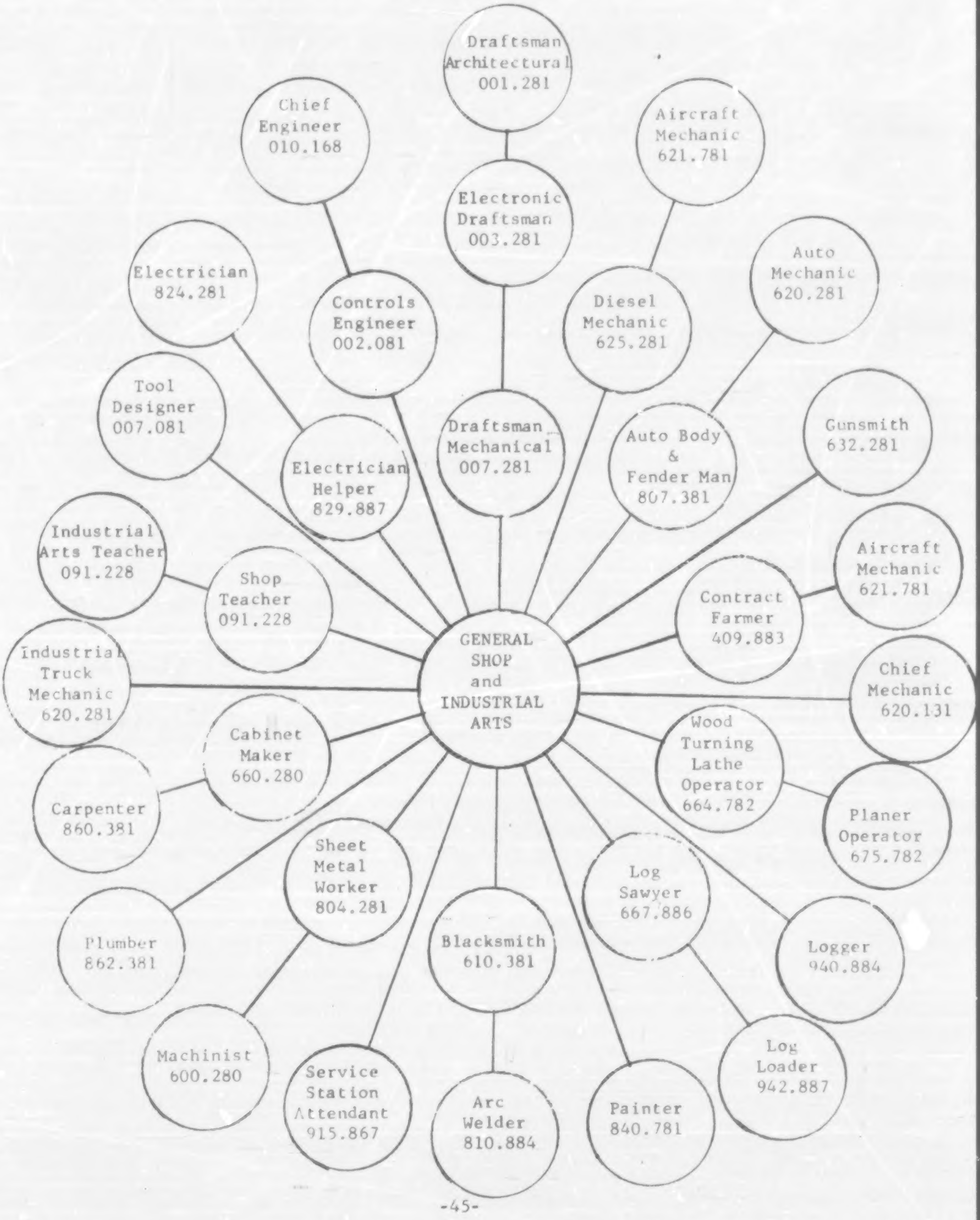
OCCUPATIONS RELATED TO ENGLISH


ENGLISH
Book Editor 132.068
Author 130.088
Engineer 00 & 01
Clergyman 120.108
Judge 111.108
Scientist 02 & 04
All Teachers 09
Lecturer 090.228
Forester 040.081
Lawyer 110.108
Reporter 132.268
Pharmacist 074.181
Poet 130.088
Stenographer 202.388
Typist 203.588
Actress Actor 150.048
Radio-TV Announcer 159.148
Political Scientist 051.088
Librarian 100.168
Interior Decorator 142.051
Proof Reader 209.688
Vocational Counselor 045.108
Script Writer 131.088
Art Salesman 258.258
Employment Manager 166.168
Social Group Worker 195.108
Legal Secretary 201.368
Printing Salesperson 258.358
Sales Manager 163.118
Personnel Manager 166.118
Auctioneer 294.258
Retail Manager 185.168
Receptionist 237.368

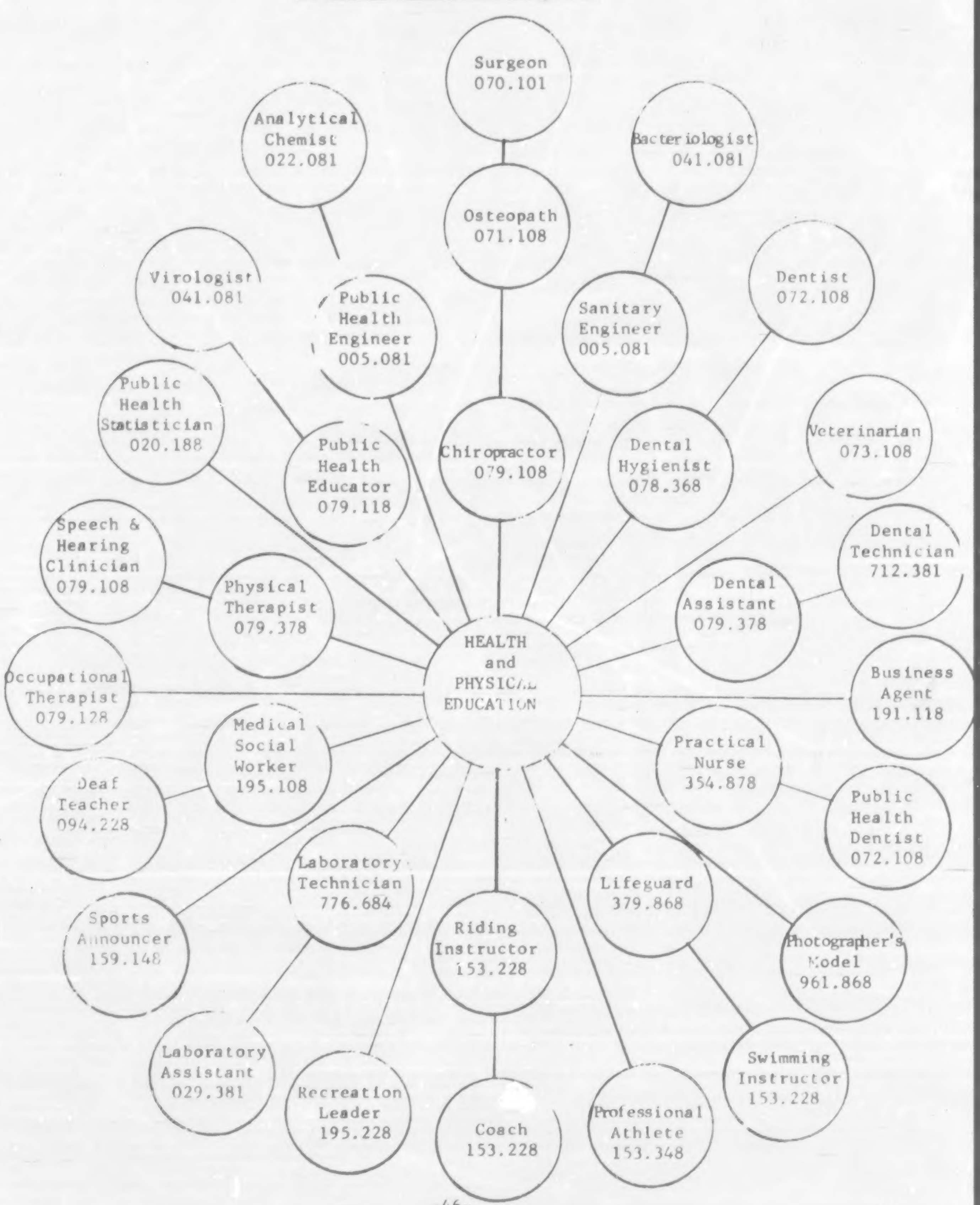
OCCUPATIONS RELATED TO FOREIGN LANGUAGE


Composer 152.088
Foreign Service Officer 188.118
Lawyer 110.108
Music Teacher 152.028
Diplomat 188.118
Ethnologist 055.088
Interpreter Translator 137.268
Head Physician 070.108
FBI Agent 205.368
Popular Singer 152.048
Librarian 223.387
Courier 230.878
Anthropologist 055.088
Immigration Inspector 168.168
Essayist 130.088
Customs Agent 188.168
Reporter 132.268
Caseworker 195.108
FOREIGN LANGUAGE
Historian 052.088
Missionary 120.108
Guide 353.368
Medical Missionary 120.108
Travel Clerk 205.168
Receptionist 237.368
Export Clerk 219.488
Tutor 099.228
Actor Actress 150.048
Airline Stewardess 352.878
Information Clerk 237.368
General Salesman 289.358
Dramatic Coach 150.028
Language Teacher 091.228
Stenographer 202.388

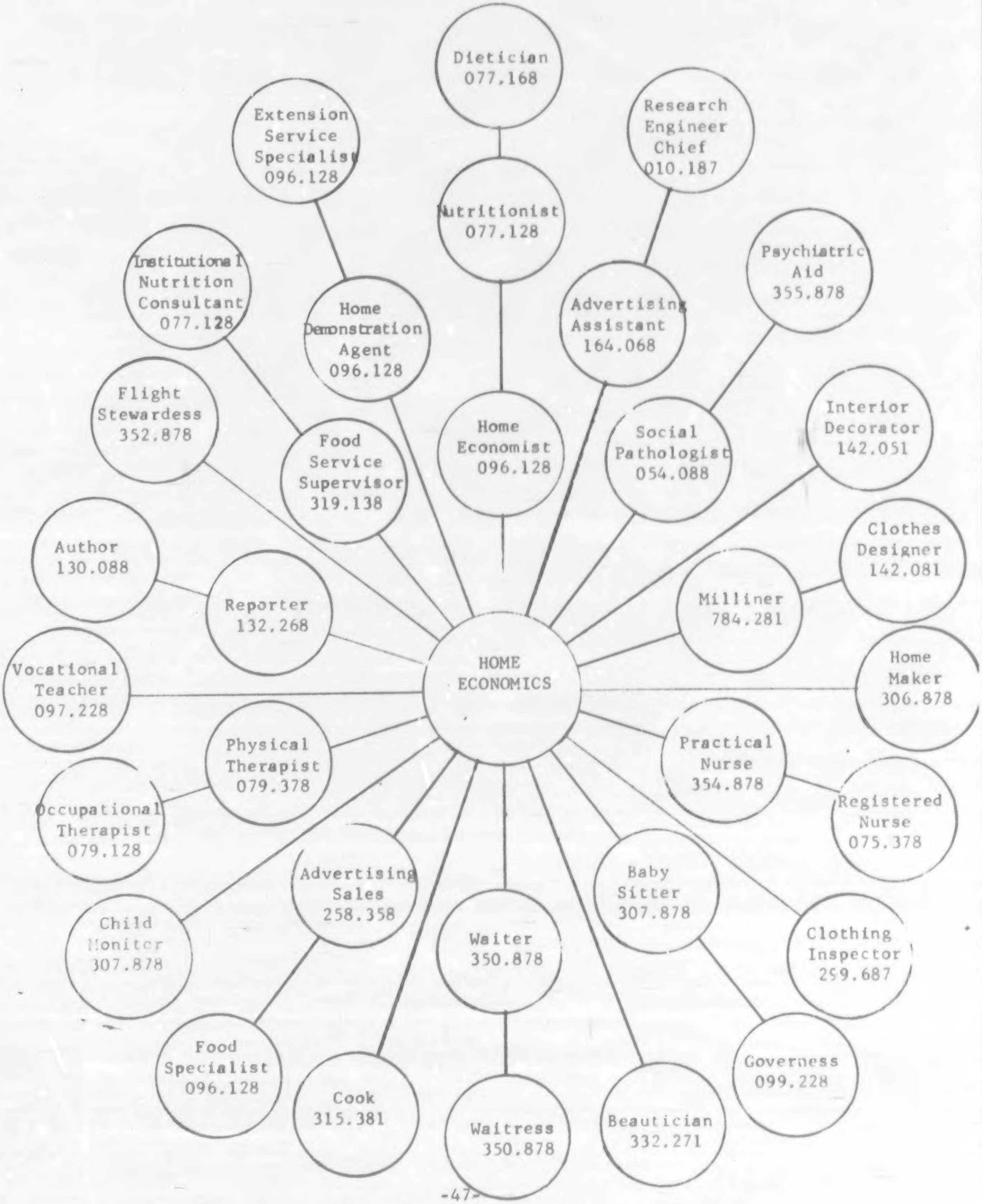
OCCUPATIONS RELATED TO GENERAL SHOP AND INDUSTRIAL ARTS


GENERAL SHOP and INDUSTRIAL ARTS
Draftsman Architectural 001.281
Electronic Draftsman 003.281
Draftsman Mechanical 007.281
Chief Engineer 010.168
Controls Engineer 002.081
Aircraft Mechanic 621.781
Diesel Mechanic 625.281
Auto Mechanic 620.281
Auto Body & Fender Man 807.381
Electrician 824.281
Electrician Helper 829.887
Tool Designer 007.081
Gunsmith 632.281
Industrial Arts Teacher 091.228
Shop Teacher 091.228
Aircraft Mechanic 621.781
Contract Farmer 409.883
Industrial Truck Mechanic 620.281
Chief Mechanic 620.131
Cabinet Maker 660.280
Carpenter 860.381
Wood Turning Lathe Operator 664.782
Planer Operator 675.782
Sheet Metal Worker 804.281
Plumber 862.381
Blacksmith 610.381
Log Sawyer 667.886
Logger 940.884
Machinist 600.280
Service Station Attendant 915.867
Arc Welder 810.884
Painter 840.781
Log Loader 942.887

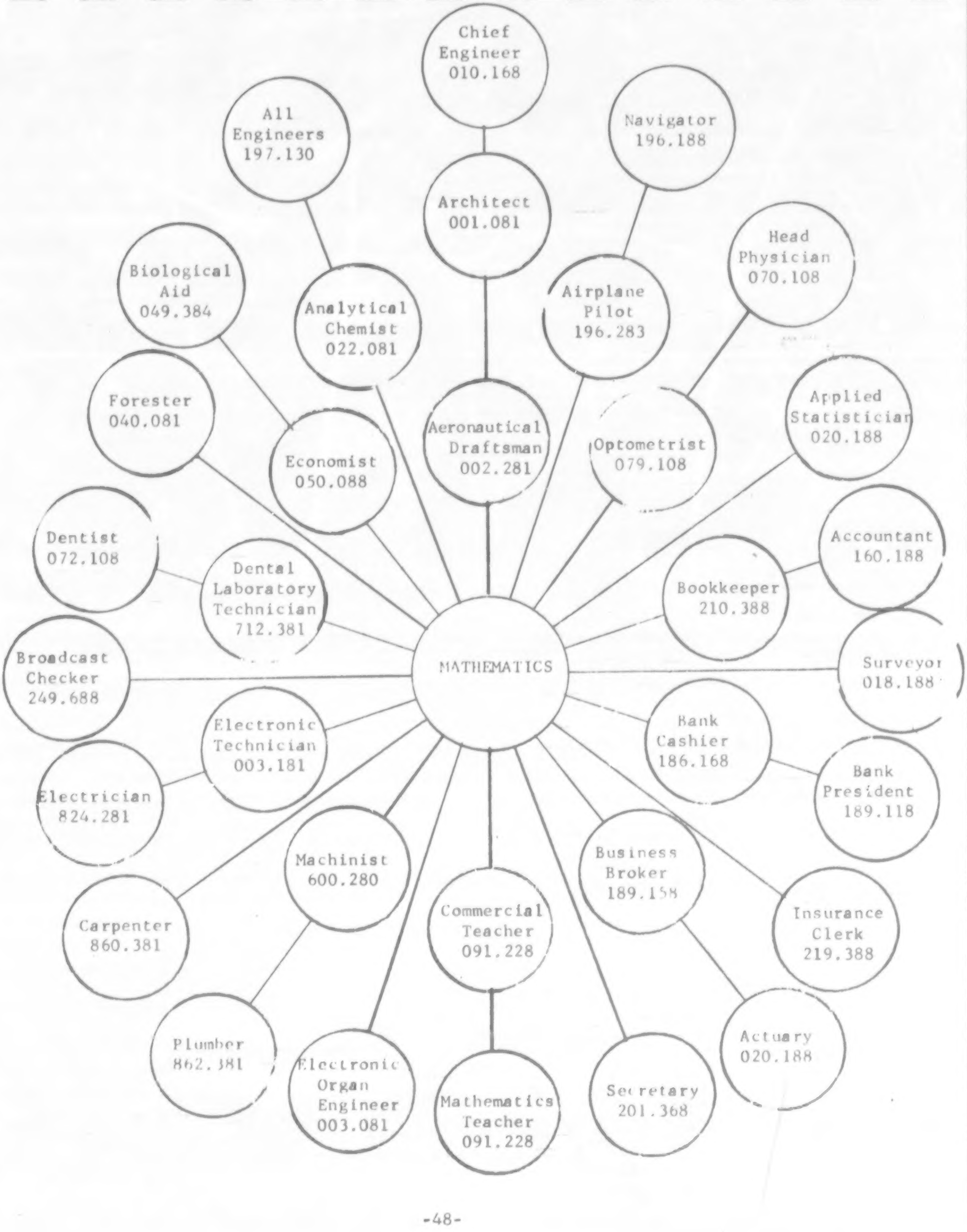
OCCUPATIONS RELATED TO HEALTH AND PHYSICAL EDUCATION


Surgeon 070.101
Analytical Chemist 022.081
Bacteriologist 041.081
Osteopath 071.108
Virologist 041.081
Public Health Engineer 005.081
Sanitary Engineer 005.081
Dentist 072.108
Public Health Statistician 020.188
Public Health Educator 079.118
Chiropractor 079.108
Dental Hygienist 078.368
Veterinarian 073.108
Speech & Hearing Clinician 079.108
Dental Technician 712.381
Physical Therapist 079.378
Dental Assistant 079.378
HEALTH and PHYSICAL EDUCATION
Occupational Therapist 079.128
Business Agent 191.118
Medical Social Worker 195.108
Practical Nurse 354.878
Deaf Teacher 094.228
Public Health Dentist 072.108
Laboratory Technician 776.684
Lifeguard 379.868
Sports Announcer 159.148
Riding Instructor 153.228
Photographer's Model 961.868
Laboratory Assistant 029.381
Recreation Leader 195.228
Coach 153.228
Professional Athlete 153.348
Swimming Instructor 153.228

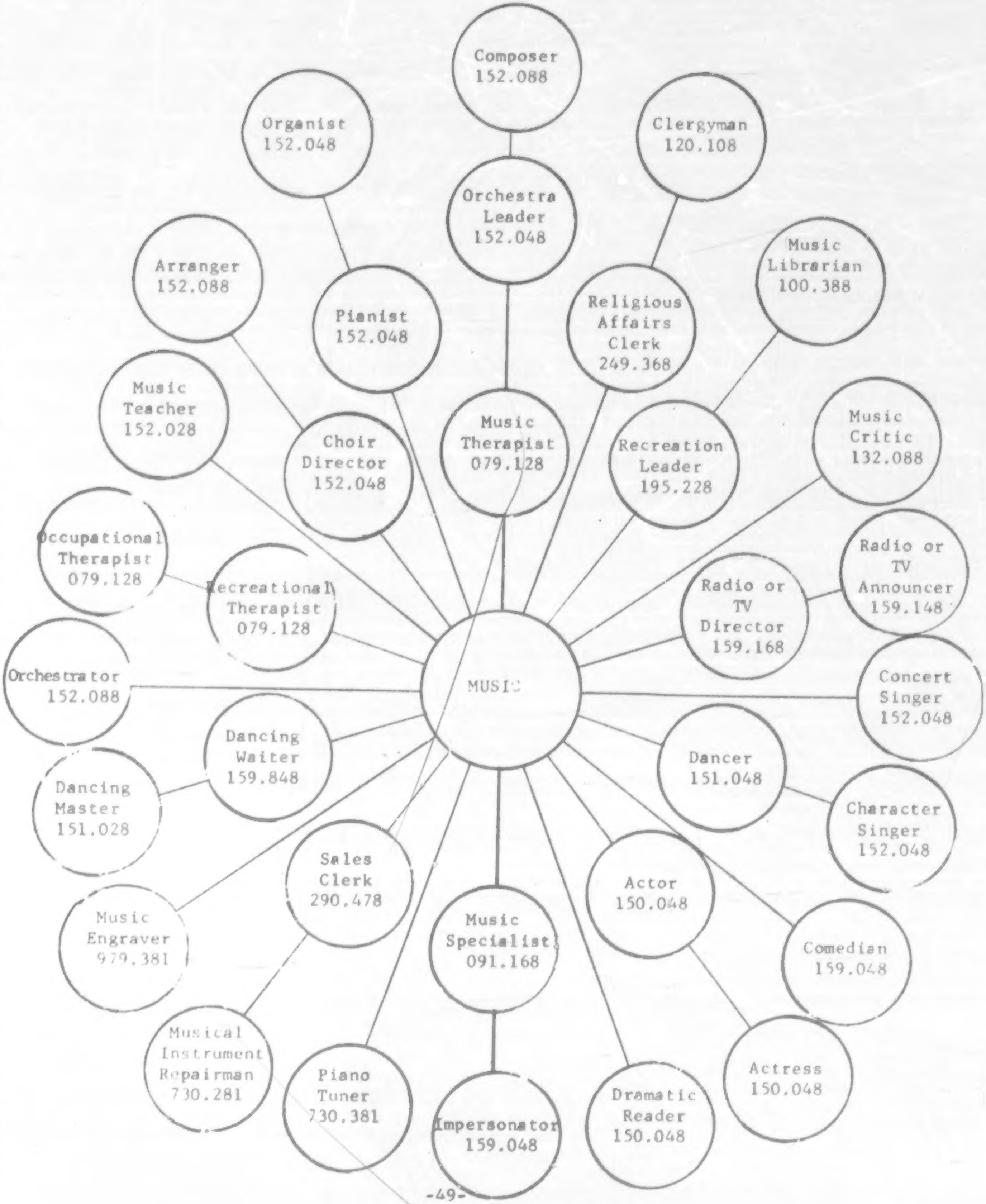
OCCUPATIONS RELATED TO HOME ECONOMICS


Dietician 077.168
Extension Service Specialist 096.128
Research Engineer Chief 010.187
Nutritionist 077.128
Psychiatric Aid 355.878
Institutional Nutrition Consultant 077.128
Home Demonstration Agent 096.128
Advertising Assistant 164.068
Flight Stewardess 352.878
Home Economist 096.128
Social Pathologist 054.088
Interior Decorator 142.051
Food Service Supervisor 319.138
Clothes Designer 142.081
Author 130.088
Reporter 132.268
Milliner 784.281
HOME ECONOMICS
Vocational Teacher 097.228
Home Maker 306.878
Physical Therapist 079.378
Practical Nurse 354.878
Occupational Therapist 079.128
Registered Nurse 075.378
Advertising Sales 258.358
Baby Sitter 307.878
Child Moniter 307.878
Waiter 350.878
Clothing Inspector 259.687
Food Specialist 096.128
Cook 315.381
Governess 099.228
Waitress 350.878
Beautician 332.271

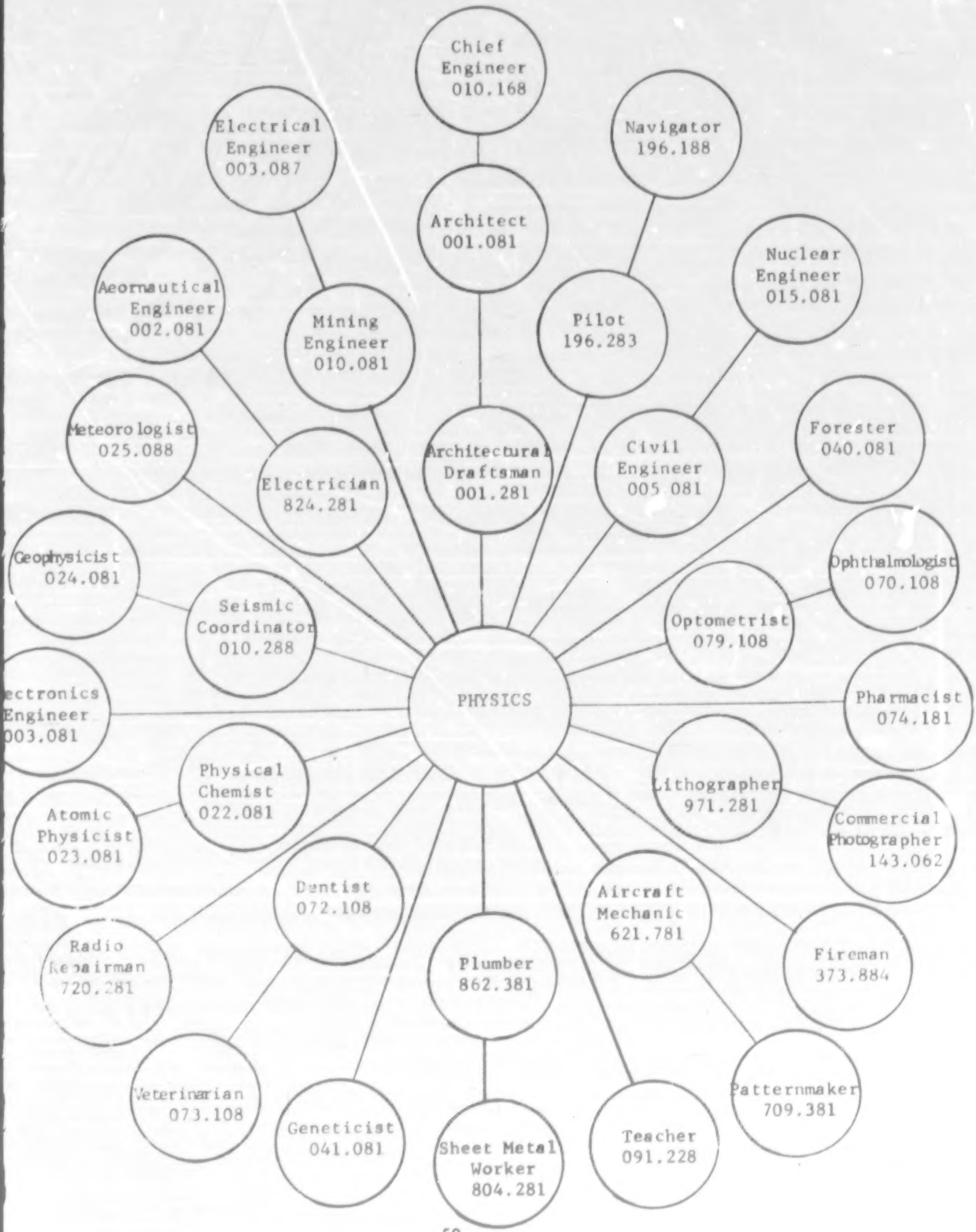
OCCUPATIONS RELATED TO MATHEMATICS


MATHEMATICS
Chief Engineer 010.168
All Engineers 197.130
Navigator 196.188
Architect 001.081
Biological Aid 049.384
Analytical Chemist 022.081
Airplane Pilot 196.283
Head Physician 070.108
Forester 040.081
Economist 050.088
Aeronautical Draftsman 002.281
Optometrist 079.108
Applied Statistician 020.188
Dentist 072.108
Dental Laboratory Technician 712.381
Bookkeeper 210.388
Accountant 160.188
Broadcast Checker 249.688
Surveyor 018.188
Electronic Technician 003.181
Bank Cashier 186.168
Electrician 824.281
Bank President 189.118
Machinist 600.280
Business Broker 189.158
Carpenter 860.381
Commercial Teacher 091.228
Insurance Clerk 219.388
Plumber 862.381
Electronic Organ Engineer 003.081
Mathematics Teacher 091.228
Secretary 201.368
Actuary 020.188

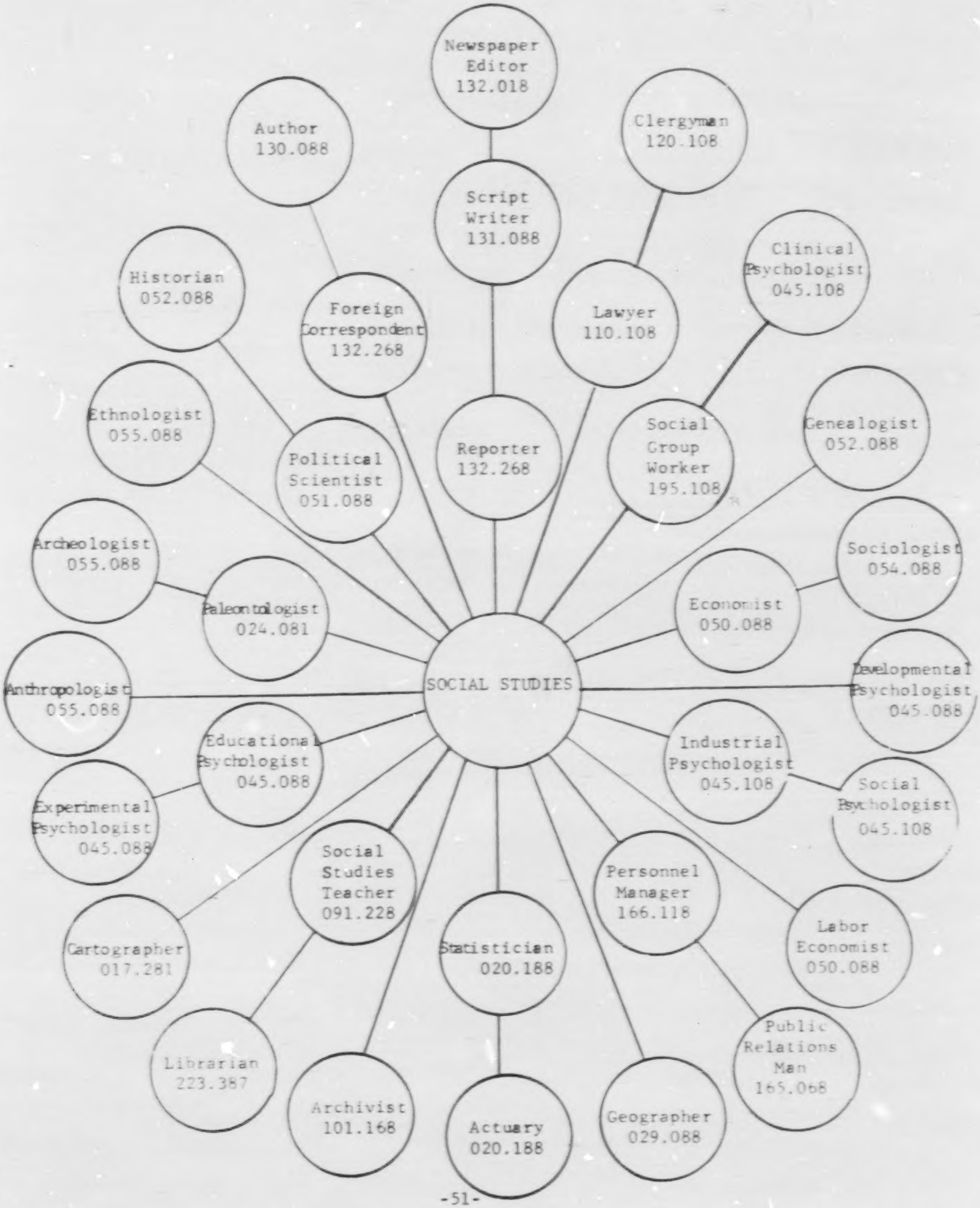
OCCUPATIONS RELATED TO MUSIC


Composer 152.088
Organist 152.048
Clergyman 120.108
Orchestra Leader 152.048
Arranger 152.088
Music Librarian 100.388
Pianist 152.048
Religious Affairs Clerk 249.368
Music Teacher 152.028
Choir Director 152.048
Music Therapist 079.128
Recreation Leader 195.228
Music Critic 132.088
Occupational Therapist 079.128
Recreational Therapist 079.128
Radio or TV Director 159.168
Radio or TV Announcer 159.148
Orchestrator 152.088
MUSIC
Concert Singer 152.048
Dancing Waiter 159.848
Dancer 151.048
Dancing Master 151.028
Character Singer 152.048
Sales Clerk 290.478
Actor 150.048
Music Engraver 979.381
Music Specialist 091.168
Comedian 159.048
Musical Instrument Repairman 730.281
Piano Tuner 730.381
Impersonator 159.048
Dramatic Reader 150.048
Actress 150.048

OCCUPATIONS RELATED TO PHYSICS


Chief Engineer 010.168
Electrical Engineer 003.087
Navigator 196.188
Architect 001.081
Nuclear Engineer 015.081
Aeornautical Engineer 002.081
Mining Engineer 010.081
Pilot 196.283
Meteorologist 025.088
Electrician 824.281
Architectural Draftsman 001.281
Civil Engineer 005.081
Forester 040.081
Geophysicist 024.081
Seismic Coordinator 010.288
Ophthalmologist 070.108
Optometrist 079.108
ectronics Engineer 003.081
PHYSICS
Pharmacist 074.181
Physical Chemist 022.081
Lithographer 971.281
Atomic Physicist 023.081
Commercial Photographer 143.062
Dentist 072.108
Aircraft Mechanic 621.781
Radio Repairman 720.281
Plumber 862.381
Fireman 373.884
Veterinarian 073.108
Geneticist 041.081
Sheet Metal Worker 804.281
Teacher 091.228
Patternmaker 709.381

OCCUPATIONS RELATED TO SOCIAL STUDIES


Newspaper Editor 132.018
Author 130.088
Clergyman 120.108
Script Writer 131.088
Historian 052.088
Foreign Correspondent 132.268
Lawyer 110.108
Clinical Psychologist 045.108
Ethnologist 055.088
Political Scientist 051.088
Reporter 132.268
Social Group Worker 195.108
Genealogist 052.088
Archeologist 055.088
Paleontologist 024.081
Economist 050.088
Sociologist 054.088
Anthropologist 055.088
SOCIAL STUDIES
Developmental Psychologist 045.088
Educational Psychologist 045.088
Industrial Psychologist 045.108
Social Psychologist 045.108
Experimental Psychologist 045.088
Social Studies Teacher 091.228
Personnel Manager 166.118
Labor Economist 050.088
Cartographer 017.281
Statistician 020.188
Public Relations Man 165.068
Librarian 223.387
Archivist 101.168
Actuary 020.188
Geographer 029.088

APPENDIX D

INSERVICE TRAINING SESSIONS

GREAT FALLS VOCATIONAL-TECHNICAL CENTER
1015 FIRST AVENUE NORTH — P. O. BOX 2589
GREAT FALLS, MONTANA 59403

September 8, 1972

TO: Administrators, Counselors, and Vo-Ag Instructors in the Ag-Research Project Schools

FROM: Jack Scott, Project Coordinator

RE: Project meeting on September 14

There will be a meeting of all the school personnel involved in the area Ag-Research project at the Great Falls Vo-Tech Center, 1015 First Avenue North, 7:30 p.m., on September 14. This meeting is being called to acquaint you with the Ag-Research project being carried out by Montana State University. The results of this research project will help direct the way of our local project.

The VIEW project will also be discussed at this time.

The program for the meeting will include:

Del Gustin - State Supervisor of Vocational Education
He will discuss Career Education, statewide.

Bill Cunneen - State Supervisor of the VIEW project
He will bring us up-to-date on his program.

Dr. Max Amberson - Head, Department of Agricultural Education, MSU
He will discuss the results of MSU's Agri-Business and Agri-Producers survey.

We will pay roundtrip mileage for one car from each school located outside the Great Falls city limits. Please have the driver fill in the enclosed mileage form and give it to me the night of the meeting.

JS:bj

Enc.

Form V-T-3

GREAT FALLS VOCATIONAL-TECHNICAL CENTER
1015 FIRST AVENUE NORTH — P. O. BOX 2669
GREAT FALLS, MONTANA 59403

February 1, 1973

TO: Ag Research Project Schools

FROM: Jack Scott

RE: Career Education Workshop

The Career Education Workshop is scheduled for February 6, 1973, at the Great Falls Vo-Tech Center, room number 5. The session will get under way at 9:00 a.m. and last until 3:00 p.m. Please come a little early to allow time for registration.

A program is enclosed for your benefit. We hope to see three or more participants from each project school. All administrators are cordially invited to attend.

Jack Scott
Career Awareness Coordinator

JS:bj

enc.

CAREER EDUCATION WORKSHOP

Date: February 6, 1973

Time: 9:00 - 3:00

Place: Great Falls Vo-Tech Center

Conducted for the Ag Research Project schools - Belt, Cascade, CMR, Fairfield, Fort Benton, GFHS, and Simms.

Specifically, three staff members from each school invited. Each school pick the people to attend and of course all administrators are invited. The Ag Research Project will reimburse each school for the necessary substitute wages for three people, pay for the noon meal, and pay mileage for one car from each out of town school.

The Helena Career Education project personnel will conduct this workshop, namely: Roger Bauer, and Glenn Thomas.

The purpose of the workshop is to acquaint the participants with career education concepts, show them how Helena is implementing their program, allow some "hands-on" experiences with career educational materials, and discuss the various types of career education programs during a summary and question and answer period.

TENTATIVE PROGRAM

9:00 - 9:05 - Introductions

9:05 - 9:45 - Career Education Concepts, Roger Bauer

9:45 - 10:00 - Coffee Break

10:00 - 11:00 - Review of Helena's program, Glenn Thomas

11:00 - 12:00 - Communication and Work, Roger Bauer

12:00 - 12:45 - Noon Break

12:45 - 2:00 - Mobile Grouping, Glenn Thomas

2:00 - 2:15 - Coffee Break

2:15 - 2:45 - Career Education Planning and Summary, Roger Bauer

2:45 - 3:00 - Questions and Answers, Roger Bauer and Glenn Thomas

3:00 - - Adjourn

APPENDIX E

EXPLORATORY WORK EXPERIENCE

EXPLORATORY WORK EXPERIENCE IN OFF-FARM AGRICULTURE

EXPLORATORY WORK EXPERIENCE

IN OFF-FARM AGRICULTURE

The Exploratory Work Experience program is designed to allow interested high school students over age 16 a chance to gain some work experience in Agri-Business type firms. The students would be shifted from job to job within the firm in order to learn about the various job possibilities. The suggested plan was well received by the administrators in the project schools, but of course in order for it to succeed, there will be some work to do. The plan calls for the students to work for a couple of hours a day for maybe a week under supervision of an employee of a firm and a work experience coordinator at each school. Because the working time is very short, the plan is for students to work for no pay. This no pay feature helps to circumvent the Fair Labor Standards Act in that the students will be lsited as trainees instead of employees.

Of course there are several basic problems to be solved from the start. Will your school and community support a program of this sort? This question must be answered before any other work can be started. The only way to answer this will be to canvass the community and student body to see if they are interested. The teachers must also be sold on this or it will not function properly. Because the scope of this program is limited to Agri-Business the number of interested students will be small and the canvassing would only need to include a small number of people. Of course each potential business concern must be asked if they will take part and this will take some time. The businesses must be chosen carefully so that we get a "training" program useful to the students' needs. A student could try a number of different work experiences to broaden his career outlook.

Another problem would be to set up a school policy concerning this program in order to make it a lasting and functional program. The extent of the policy statement would depend on the feeling of each school.

A consulting committee should be organized also to help sell the program and offer suggestions and background expertise. In most cases there is probably an agricultural committee already formed and this committee could be utilized. Of greatest importance is the understanding that the committee is only advisory in character. It has no administrative or policy-forming power.

On the following pages are some suggestions and guidelines to use in order to help set up a program. Because it will take time to get the plan into operation it is suggested that the first semester be used in planning, and that the actual work experience will start during the second semester.

Remember, a work-experience education program is useful only in-so-far as it fulfills the needs of students in helping them move toward appropriate long-range career goals.

OBJECTIVES AND ADVANTAGES OF EXPLORATORY WORK EXPERIENCE

Before considering utilization of exploratory work experience, all persons involved with this phase of the program should become familiar with its objectives. Some suggested objectives are to:

1. Prepare each student for a gainful employment in an occupation in his field of interest.
2. Provide students the opportunity to explore agriculturally related jobs in order to increase his knowledge and vocational competence.
3. Provide students an opportunity to gain a sense of responsibility toward a job.
4. Provide students an opportunity to develop positive on-the-job personality traits.
5. Provide students the opportunity to apply in practice the theory and knowledge gained in the classrooms.
6. Provide students the opportunity to learn to cooperate and work with fellow employees.
7. Provide students an opportunity to gain knowledge and experience in aspects of the job not available at the school.

The above objectives indicate some of the many advantages accruing to students through an exploratory work experience program. The program also benefits employers in that they have the opportunity to share in the educational growth of the students. An employer has the opportunity to discover promising candidates for permanent positions and to enjoy the advantage of a better trained worker. Some employers will permanently employ students after graduation if it means closing a training station. This is important when training stations are limited in number.

The vocational agriculture teacher-coordinator also profits from a program of this type. As he supervises the students placed in the various agricultural businesses or firms, he sees and learns new techniques and procedures as they are introduced. As he evaluates the abilities and shortcomings of the students in his classes, he can adjust the course content and teaching procedures to keep up to date with the newly developed procedures.

STEPS IN INITIATING AN EXPLORATORY WORK EXPERIENCE PROGRAM IN OFF-FARM AGRICULTURE

The following steps are suggested as an orderly means of inaugurating a program of exploratory work experience. It is recognized that conditions will vary in each location and that it may be desirable in some communities to follow a different sequence than is suggested. Only under unusual conditions, however, should any of the steps be eliminated.

1. The vocational agriculture instructor (or counselor) and appropriate school administrators should discuss the program and agree on the organizational procedures which should be carried out.
2. A local survey should be made to determine the number and kinds of agricultural businesses or firms that are in the community.
3. The vocational agriculture instructor (or counselor) should make a preliminary survey of the high school student body to determine the number of prospective students.
4. The state vocational agriculture division should be contacted for any assistance they may be able to offer.
5. A consulting committee should be appointed.
6. The program should be promoted.
7. The school should develop and adopt a policy statement to serve as an operational guide for the administration of the program.
8. Arrangements for the necessary facilities and equipment should be made.
9. Students should be selected.
10. Training stations should be selected.
11. Students should be placed in training stations.
12. The training plan and agreement should be developed.
13. The necessary forms and certificates should be completed.
14. Arrangements should be made with the school administration concerning class schedules, instructional materials and other factors so that an adequate job of coordination can be accomplished.
15. The necessary records and reports should be maintained.
16. Students should be "followed-up" upon graduation.
17. The program should be evaluated.

STUDENT-INTEREST QUESTIONNAIRE

Date ____________________

Name ____________________ Social Security Number ____________________

Age __________ Sex __________ Height __________ Weight __________ Grade ______

Do you plan to go to college? Yes ________ No __________

In what Agri-Business occupation do you prefer to receive training?:

First preference ____

Second preference ____

Will you be available for work:

After school ____________________

On Saturdays __________ __________

……

Parent's or Guardian's name ____

Parent's Occupation - Father ____

Mother ____

……

(Have Parent's complete the following)

__________ ______________ has my permission to participate in the Exploratory Work Experience program.

Signed by parent or guardian ____________________

______________High School

TRAINING AGREEMENT FOR EXPLORATORY WORK EXPERIENCE IN OFF-FARM AGRICULTURE

This establishes an agreement between ______________________________
(School)
and ______________________________regarding the employment of
(Training Station)
______________________________ to ______________________________.
(Student) (Occupation)

The provisions of this agreement are:

1. The on-the-job training will be in charge of ______________________ ______________________for a period of ________________days.
(On-the-job instructor)
2. The student will begin training on ______________________________.
(Date)
3. The student will work at least__________hours per day in the Training Station.
4. The school shall be responsible for providing technical and related instruction.
5. The student shall progress from job to job in order to gain experience in all phases of the occupation listed in the Training Plan.
6. The following six criteria will apply:
   a. the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;
   b. the training is for the benefit of the trainees or students;
   c. the trainees or students do not displace regular employees,but work under their close supervision;
   d. the employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operation may actually be impeded;
   e. the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and,
   f. the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.
7. The work experience-coordinator will assist with the adjustment of any problems.
8. The student agrees to perform his duties at the training station and in school diligently and faithfully.
9. If the student drops out of school, he will not be employed by the training station for a period of at least 90 days.
10 The student shall have the same status as other employees of the training station. The student's training may be terminated for the same reason as any other employee's job may be terminated.

We, the undersigned, are familiar with, and agree to the above provisions.

______________________________ ______________________________
(Student) (Employer)

______________________________ ______________________________
(Parent or Guardian) (Work Experience-Coordinator)

______________________________ ______________________________
(School Administrator) (Chairman, Advisory Committee)

HOW SHOULD STUDENTS BE PLACED?

Although there are no definite procedures in placing students in training stations, there are certain practices that should be followed. The following practices are recommended as desirable procedures for the teacher-coordinator to use:

1. Have more than one student apply for a job at a training station. This will enable the employer to have a choice and it will enable the students to encounter a more realistic situation in that he knows that he is competing for a position.

2. Have the student write a letter of application. This gives practical experience to the student and at the same time enables the employer to determine if he wants to give the student's application further consideration by having him complete an application form or attend a personal interview.

3. Help the student complete the application forms that the employer requires. If the employer does not require application forms, the teacher-coordinator may construct a sample form which student may complete for practical experience. These forms plus a personal data sheet may be given to an employer if he requires information in addition to that obtained during an interview.

4. Ask the employer to conduct a personal interview with those students that meet his minimum requirements. This is excellent experience for the student and it enables the employer to determine which student he feels best suited for the position available.

5. The final selection of the student to be placed in the training station should be made by the employer. This will enable the employer to have the same freedom and responsibility in the hiring of student-learners as for a regular employee. In many cases the employer works directly with the teacher-coordinator in that the teacher-coordinator will supply information concerning the students if the employer so desires.

6. If a student is not selected for a job in one training station, he should then apply at another approved station which can provide training in an occupation that is available.

APPENDIX F

JOB HUNTING CLINICS

Great Falls Vo-Tech Center

RATIONAL FOR JOB HUNTING CLINICS

Large numbers of young people entering the job market are woefully unprepared to cope with the most rudimentary aspects of their first full-time employment contact. Conflict in terms of employer expectations create problems which result in either nonemployment or short-term employment. The most basic elements of employment, such as filling out a job application develop anxieties and create frustrations in youth just as they do in many adults. Confusion, uncertainty, insecurity, and general lack of knowledge as to what is expected, many times results in a well qualified youth not being employed where he could have been. Jobs are lost, and employers are unhappy with what they consider "poor preparation the schools provide for youth entering the job market." The secure, structured world of the school with its limited age groupings and "we-have-to-love-you-because-we-are-responsible-for-you" attitude is far different from the "I-have-to-make-a-profit-on-your-work-or-I'll-have-to-can-you" approach the work world uses. Youth leaving school are mixed with all races, with all age groups, with all religions, and with all the good and bad characteristics of human beings involved in the struggle to live.

Youth entering college are for the most part, only delaying their entry into the job market. They, in many cases are no better prepared than the non-college graduate in terms of the basics of employment techniques and procedures. Some schools do have some classes where some attention is given to some of the techniques and procedures related to employment. Basically what is done is based on the teachers interests rather than any formal curricular structure and is often discontinued if the teacher leaves. In the few cases where work is done it is too often directed only to their "Choose a Career" approach. Employment fundamentals are either unknown to the teacher or appear to be so simple that they are not taught.

The mechanics of filling out a job application or submitting a resume are often not taught. The problem of obtaining a Social Security Number is sometimes insurmountable to a youth who has graduated or dropped out of school. Does the reader know where he can obtain a Social Security Number? Many things which adults take for granted pose major obstacles for youth.

The self-confident, popular, glib-tongued youth in school sometimes bears no resemblance to the shy, nervous youth being interviewed for a job. Job preparation from the most basic mechanics on through the more sophisticated approaches should be a part of a youth's education prior to his exit from school, whether his exit be via the graduation door or the dropout exit. Units can be developed to meet the needs of specific groups of youth.

A standard job application form could be presented to a Problems of Democracy class and filled out by the students for discussion. Personnel from various companies could be involved in job interview role play sessions in high school classes. The resume lends itself to English classes and could be used as a class assignment. Math classes could cover areas such as Payroll deductions, the W-2 form and so on. In cases where the teacher does not conduct the classes, the school counselor could present the materials or facilitate the information being presented by some out of school source.

Schools because of their regular direct contact with students, are in a position to provide perhaps their most relevant, meaningful service to youth by providing placement services. Schools working in concert with the employment service and other groups and organizations are the logical organizations to coordinate placement efforts for the school group.

Recently, educators in key administration positions have emphasized the schools responsibility for job placement. Dr. Grant Venn, Associate Commissioner for Adult and Vocational Education, United States Office of Education, expressed his opinion to a group of state guidance supervisors.

> "The next thing that I think is going to happen in every school in this country - or there will be no guidance program worth looking at, or no occupational program that has much muscle - it is full time employment services for every boy and girl in school; with the school taking the same responsibility for the non-college bound as it now does for the college bound student. When we accept a student, we accept the responsibility of helping him reach the next point."

Key arguments for the school to maintain responsibility for all students through initial placement are as follows:

> The school placement program is individually oriented, giving primary allegiance to the pupils while the employment service is societally oriented, giving primary allegiance to the employer and to labor market needs.
>
> The school placement often can be achieved in advance of graduation, thus reducing the rush of June placement activity and providing opportunity for the counselor or placement officer to coordinate communication between employers and appropriate teachers which will enhance mutual respect and understanding.
>
> A school placement program provides the vehicle for dialogue between the school people who are teaching and counseling our youth and the employers who hire them. Such a dialogue can lead to important and needed program changes such as curriculum innovations, work experience programs, and information important to the guidance program.
>
> Feedback from the follow-up of placements can further enhance curricular and guidance services. For example, employers can help counselors help pupils develop values and standards (attitudes, dress, personal habits, etc.). Because of school relationships with post-high school training institutions, the school is in a key position to help students combine work and further training in local college, technical school, or vocational programs.
>
> Many employers want direct contact with the schools rather than to work through an intermediate agency. This they feel is faster, more efficient, more thorough, and enables them to communicate directly with, and influence those who are educating the youth they hire.
>
> When the school assumes responsibility for the placement of the students, the pressure is immediately on for a better program to make those who will be active job seekers more employable.

There are no simple answers as to how a placement program of students should be organized or structured. A series of units have been developed to cover the most basic approaches to employment. These approaches are realistic and the help of community resources should be utilized. It is my intent that counselors and teachers will use the guidelines developed in this publication to develop their own program in their respective schools. Your school can share the work involved in a job placement program but it cannot relinquish the responsibility for seeing all youth through school and into the next step, whether it be college, other training, or employment.

Administrators and the Board of Education will recognize not only the educational advantages of this approach to revelant education but public relations aspects of it as well.

One final word of caution: If schools take on the placement function, they must prepare to provide placement service for all graduates and school leavers. They cannot justifiable place the more competent students (skim the cream) and refer the less capable to the employment service.

JOB HUNTING CLINIC

The result of any educational effort should lead to gainful employment. This outline is an attempt to set up the framework for a Job Hunting Clinic that may be used by teachers with help from the counselors.

I. First Meeting

  A. Discuss reasons for conducting the clinic

    1. prepare you for job finding skills

    2. whatever other reasons you may have

  B. Have them fill in a placement sheet

    1. optional

  C. Discuss the GATB (General Aptitude Test Battery given by the Employment Service)

    1. make plans to take it

  D. Discuss the importance of a Social Security card

    1. how to get one

    2. what they are used for

  E. Show movie, "Work, What's it All About"

II. Second Meeting

  A. Discuss variety of career opportunities

    1. have them tell you of jobs they know about in the local area

    2. write the list on the board

    3. discuss qualifications of each one
      a. school counselor's help
      b. could use an Employment Counselor
      c. use the D.O.T., Occupational Handbook, or the Handbook of Job Facts

    4. let each student decide if he has those qualifications

  B. Explain the function of "Employment Agencies"

    1. use an Employment Counselor if possible

    2. talk about private Employment Agencies, also
      a. they charge fees

III. Third Meeting

A. Job Hunting Method

1. Ask question: If I wanted a job today, where would I look for it?
   a. have them put a list on the board
   b. discuss the list and explain about each
   c. it should include: newspaper, radio, TV, Employment Offices, Direct Application, friends, phone calls, teachers, parents, & counselors

2. Ask question: What do employers want you to have before they will give you a job?
   a. have them put a list on the board
   b. discuss each
   c. should include: job skill, social security card, birth certificate, letter of recommendation, diploma, resume, application, etc.

IV. Fourth Meeting

A. Job Experience

1. Ask question: What is the main reason for being in business?
   a. profit - discuss

2. Ask question: Why does a company need to make this profit?
   a. discuss

3. Ask question: What do you have to offer the employer?
   a. discuss
   b. you must make money for your employer's business in order for him to be able to pay your salary
   c. if you expect a full-day's pay, you must give a full-day's work

4. Ask question: Who would you give a job to?

5. Ask question: What does the worker have a right to expect?
   a. divide the group into 2 halves; group A will be employers and group B will be employees
   b. give both groups some time (15 min.) to make up a list of things which they might reasonably expect from the other group
   c. put the lists on the board and debate

V. Fifth Meeting

A. Job Application Procedures

1. What things should be in it?
   a. list and discuss

2. Fill out a sample form

B. Discuss the resume

1. fill out a resume form

2. fill out personal form

3. write a cover letter

VI. Sixth Meeting

A. Personal interview

1. Discuss importance of interview

2. How do you convince him that he needs you?

3. On what basis is he going to make his decision?
   a. How we look
   b. How we act
   c. What we have
   d. What we know
   e. What we say

4. Role play the interview
   a. have two different people be the applicant
   b. have a third person be the employer
   c. choose which one did the best job
   d. let the whole class take part in an interview

5. Cover the following points thoroughly
   a. Motivation
      (1) Did the applicant really seem to want the job?
      (2) Did he appear vitally interested?

   b. Communication
      (1) Did he speak clearly and distinctly?
      (2) Did he give good answers to the interviewers' questions?
      (3) Did he phrase his own questions correctly?

   c. Mannerisms
      (1) Did he establish eye-to-eye contact?
      (2) Was his handshake firm?
      (3) Did he appear nervous?
      (4) Was he polite?

   d Knowledge
      (1) Did he appear to know the job he was applying for?
      (2) Was he confident?

6. Practice applying by telephone and tape recording it.
   a. play back and discuss

7. Show movie, "How Do You Get There"

VII. Seventh Meeting

A. Counselor Session

1. discuss importance of interests, aptitudes and attitudes
2, could use the form, "What I Want From A Job"
3. discuss Vo-Tech schools and offerings in state
4. invite armed service recruiters to talk to the group

VIII. Eighth Meeting

A. After you get the job

1. discuss good job habits
2. pay roll deductions
3. budgets
4. etc.

Great Falls Vo-Tech Center

JOB HUNTING CLINIC

MATERIAL AND RESOURCES

Booklets - (Bk.)

A. What is a Resume?
B. Competition for Jobs
C. Want Ads - Hunting Jobs?
D. Let Your Fingers Do the Walking Through the Yellow Pages
E. Here's How to Land That Job
F. Finding a Part-Time Job
G. The Interview and You
H. You're Hired
I. Your First Pay
J. Suggestions to Clients Seeking Jobs
K. Choosing Your Occupation
L. How to Get and Hold the Right Job
M. Making the Most of Your Job Interview
N. Do You Want a Job
O. The Employment Service and Jobs

Books - (B)

A. Dictionary of Occupational Titles
B. Occupational Outlook Handbook
C. Handbook of Job Facts
D. Post-Secondary Vo-Tech Education Offerings in Montana and Surrounding Region
E. Human Resource Bank
F. Directory of Montana Post-Secondary Vocational-Technical Education
G. Vocational Educational Opportunities in the Armed Forces
H. Occupation Cluster
I. Baccalaureate Degree Offerings in Montana and the Surrounding Area
J. Agri-business Job Description Book
K. How to Get the Job- SRA
L. Finding Part-Time Jobs- SRA
M. Our World of Work- SRA
N. School Subject and Jobs- SRA
O. Seven Steps to Finding Your Place in the World of Work
P. What to do After High School
Q. Your Personality and Your Job- SRA

Filmstrips - Cassete - FSC

A. Job Hunting: Where to Begin
B. Getting and Keeping Your First Job
C. Your Job Interview
D. Choosing Your Career
E. What You Should Know Before You Go to Work
F. Preparing for the Jobs of the 70's
G. Liking Your Job and Your Life

Movie - (M)

A. Work, What's it all About
B. How Do You Get There

Forms - (F)

A. Application Form
B. Resume Form
C. Personal Resume Form
D. Sample Social Security Card
E. Sample Application for Social Security Card
F. What I want from a Job
G. Ann Landers

Resource People - (RP)

A. Employment Service Counselors
B. Personnel Directors
C. Recruiters
D. Training School Representatives
E. Apprenticeship Representatives
F. School Counselors

APPENDIX G

CAREER EDUCATION PROJECT

MATERIALS CATALOG

CAREER EDUCATION PROJECT

MATERIALS CATALOG

GREAT FALLS VO-TECH CENTER
1015 First Avenue North
GREAT FALLS, MONTANA 59401

MAY 15, 1973

JACK SCOTT, COORDINATOR

CAREER EDUCATION PROJECT MATERIALS

These materials were gathered during a federally financed Career Education program covering a period from May 1, 1972 to May 15, 1973.

The seven schools involved were: Belt, Cascade, Fairfield, Fort Benton, Great Falls High School, C.M. Russell High School, Simms.

Jack Scott acted as the Career Awareness Coordinator for the project. The materials are available through the Great Falls Vo-Tech Media Center. Mr. Duane Roll is the Media Center Director, and the materials may be ordered for two week periods by sending in an order blank or writing to Mr. Roll.

A. CASSETTS and FILMSTRIPS

1. Guidance Associates

1. Dare to be Different
2. Your Personality: The You Others Know.
3. Failure: A Step Towards Growth
4. Jobs and Gender
5. Job Hunting: Where to Begin
6. On the Job: Four Trainees
7. Liking Your Job and Your Life
8. Why work at All?
9. Trouble at Work
10. A Job That Goes Someplace
11. Preparing for the Job of the 70's
12. Four Who Quit
13. What You Should Know Before You Go to Work
14. Dropping Out: Road to Nowhere
15. Jobs for High School Students
16. Preparing for the World of Work
17. Choosing Your Career
18. Getting and Keeping Your First Job
19. If You're Not Going to College
20. An Overview Technical Education
21. Your Job Interview
22. High School Course Selection and Your Career
23. How to Succeed in High School: By Trying
24. Should You Go to College?

2. Ecology and Agriculture

A cassette filmstrip explaining the relationship of Ecology and Agriculture.

3. New Careers in Agriculture (V.E.P.)

A cassette filmstrip set depicting careers in agriculture.

B. MOVIES

1. Careers in Allied Health Services

Career possibilities and training requirements in the allied health services are shown and described in this film. The presentation is built around the areas of patient care, laboratory careers, X-ray, surgery, inhalation therapy, dental care and eye care.

2. Work, What's It All About?

This film begins by using the voices and faces of students, parents and workers who express their personal (and sometimes conflicting) opinions as to why people work, why they choose to do what they are doing, and how they feel about work. The film then shows and describes many career possibilities that do not require a four year baccalaureate degree for entry or for success.

3. How Do You Get There? (Color 26 minutes)

This film gives helpful examples of techniques of interviewing, looking for a job, testing, filling out applications, and applying for training, among others. The film is done in a fantasy setting that symbolizes the transition from the seeming unreality of the Youth world to the actual reality of getting a job.

4. Careers in Business and Office Occupations (Color, 25 minutes)

This film discusses the many opportunities available for careers in business and office occupations. The importance of the work done by those in business and office occupations is stressed.

B. MOVIES

5. Careers in the Building Trades (Color, 26 minutes)

This film describes the many and varied opportunities for a career in the building trades. Training opportunities include vocational, technical, trade and apprenticeship education.

C. KITS

1. Life Career Game

A simulated game in which students are able to walk through a span of eight years in the future as the decision-maker for a fictitious person presented to them in the form of a Profile on case history. A whole class takes part in the game.

2. Occupational Exploration Kit (O.E.K.)

A systematic, personalized approach to job investigation using the unique OccuSan coding device and the Student Record Book. Each student explores a wide variety of occupations in terms of his own achievements and objectures and the interests the job satisfies for him.

3. Job Experience Kit

Work-simulation experience in 20 representative occupations, students solve problems typical of each occupation.

4. Human Relations Kit

A kit designed as a "live-action" program composed of visual aids and real, inter-personal problems that need solving. This kit can be used with secondary school courses.

D. TAPES and SLIDES

1. Youth Opportunity in Agribusiness (Peavey Company)

A tape-slide program designed to show the opportunities available in the Agribusiness community.

E. DIRECTORIES

1. Steps Beyond High School (Oregon)

This is a directory of courses and programs found in post-secondary education and training programs in Oregon.

2. American Trade Schools Directory

A loose leaf directory of Trade and Vocational Schools in the United States, classified by trades taught and listed by states and cities.

F. TRANSPARENCY SETS

1. Career Planning Set

A set of transparencies designed to be used with a group of students in a job seeking situation.

G. BOOKS

1. Your Future in Agriculture

A book designed to arouse interest in the thousands of careers in agriculture that are open to young people with enthusiasm for a stimulating career.

2. Handbook of Job Facts

A handbook using the chart form of facts about duties, education, training, special qualifications, advancements, earnings, and outlook for 300 jobs. The handbook is indexed to SRA Occupational Briefs and Work Briefs for in depth exploration.

3. Career Exploration and Planning

A book written to be used by high school students as a textbook for courses or units that present information and involve students in educational and occupational orientation, exploration and planning

4. Succeeding in the World of Work

A textbook offering the essential every worker needs to understand in order to be successful on the job-not only the mechanics of how to find and apply for a job but also the self-knowledge necessary to be happy in his or her work.

G. BOOKS

5. Career Education: What It Is and How To Do It

A book answering the following four questions:

1. What are the key concepts of career education?
2. Why is career education needed?
3. How is career education being implemented in practice?
4. What are the appropriate strategies of implementation for a school system interested in concept?

6. The Vocational Counseling of Adults and Young Adults

This book is written in an attempt to provide a balance between the theoretical and conceptual on the one hand, and the practical, hard problems of working with adults on the other.

7. Career Guidance: Who Needs It, Who Provides It, Who Can Improve It

A book focused on the state of career guidance as it now exists in our school system and some recommendations as to how to improve it.

8. Careers in Agribusiness and Industry

A book written for young people who are thinking about their futures-about their careers and their work in the years ahead.

G. BOOKS

9. The Courage to Change: New Directions for Career Education

A discussion of the need to take a close look at our educational system and the concept of career education.

10. Selected Lessons for Teaching Off-Farm Agricultural Occupations

A lesson plan series that should be a valuable guide to teachers in developing effective instructional programs for off-farm agricultural occupations.

11. A Study Guide for Placement-Employment Programs in Agricultural Business and Industry

A loose leaf study guide designed to help students and teachers plan for and accomplish the in-school classroom part of courses in agriculture which includes, as part of the courses, employment experiences in agricultural businesses.

12. Career Education Program
Volume I Kindergarten - Grade 6
Volume II Grades 7 - 9
Volume III Grades 10 - 12

A series of lessons that teachers and counselors may use in initiating and conducting a career education program.

G. BOOKS

13. A Definitive Study of Your Future in Agriculture

A book designed to arouse interest in the thousands of careers in agriculture that are open to young people with enthusiasm for a stimulating career.

H. BOOKLETS and PAMPHLETS

1. Agricultural Occupational Cluster Guide (Oregon)

A curriculum guide for agriculture, outlining the basic knowledge and skills necessary for entry-level competencies in the broad field of agriculture, or for entrance into a post-high school program.

2. Cooperative Education Coordinators Handbook (Montana)

A handbook designed to assist coordinators, administrators and teachers with their cooperative vocational education programs.

3. Planning and Conducting Cooperative Occupational Experience in Off-Farm Agricultural Occupations (Ohio)

An orientation for vocational agriculture teachers to the concepts of planning a cooperative occupational experience program for off farm agriculture.

4. Bibliography on Career Education

A variety of sources bound together to help those persons interested in familiarizing themselves with the career education concept and with some emerging techniques for the implementation of career education programs.

H. BOOKLETS and PAMPHLETS

5. A Career Conference for Your Community

A handbook designed as a tool to help organize community career conferences.

6. Career Education: Descriptions and Goals (USOE)

A draft of the plan by the United States Office of Education to describe career education.

7. Curriculum Material for Vocational-Technical Education 1973 (New Jersey)

A catalog of curriculum materials that may be purchased from the New Jersey Department of Education.

8. Project WERC Resource Book

A handbook describing the project WERC (Why Not Explore Rewarding Careers) movies. The media center has several of these films on hand.

9. Montana Manpower (Montana State Employment Service)

A handbook showing projected Montana employment by industry and selected occupations during years 1970-1975.

H. BOOKLETS and PAMPHLETS

10. Career Counseling: New Perspectives for Women and Girls

A selected annotated bibliography containing research material on counseling and occupational choice and specific careers, where they can be found, and how to go about getting jobs.

11. A Starter File of Free Occupational Literature

A handbook containing a condensed and selective listing of 103 titles of free occupational literature.

12. Team Approach to Vocational Guidance Through The Curriculum (New Jersey)

A booklet designed to furnish counselors and teachers with a model for providing career information, developmental vocational guidance, and exploratory experience through the regular curriculum in subject matter areas.

13. Vocational Guidance and Employment (New Jersey)

A handbook designed as a coordinated team program for orientation of the employment bound senior to the world of work.

14. Vocational Information Program NMC 1971

A booklet outlining the development of a curriculum guide for orienting young people to the world of work.

H. BOOKLETS and PAMPHLETS

15. A Guide to Careers Relating to Agriculture (Maryland)

A booklet designed for high school counselors and teachers to assist youths in career planning in the field of agriculture.

16. A Tentative Framework for Developing Comprehensive K-12 (Texas)

A booklet designed to give school people a framework for developing a Career Education program for grades K-12.

17. A Guideline For Career Awareness (Washington)

A booklet describing some of the Career Awareness programs now operating in the state of Washington.

18. A Program of Career Education in Portland Public Schools (Oregon)

A pamphlet describing the Career Education program in the Portland Public School system.

19. Career Education in Arizona

A pamphlet describing the Career Education movement in Arizona.

B. BOOKLETS and PAMPHLETS

20. Vocational Education and Career Bulletin Board Ideas (North Dakota)

A pamphlet describing bulletin board ideas for advancing Career Education concepts.

21. Preparing Students for Non-Farm Agricultural Occupations (Ohio)

A booklet designed to explore the training needs of those who will be employed in non-farm agricultural occupations and develop programs for educating students for those occupations.

22. Synopses of Selected Career Education Programs (North Carolina)

A booklet containing a national overview of career education programs in the United States.

23. The Cluster Concept Program as an Approach to Vocational Education at the Secondary School Level (Maryland)

A report of a four-year research and development project dealing with the cluster concept approach to vocational education.

24. The Job-Cluster Concept and Its Curricular Implications (North Carolina)

A collection of papers of scholars who are presently active in research on the problems of job-clustering.

H. BOOKLETS and PAMPHLETS

25. Invocations in Vocational Guidance: A National Compenduim (Florida)

A booklet designed to serve as a reference source for educators contemplating program development in vocational guidance.

26. Career Education in Oregon

One of a series of statements relating to the Oregon Board of Educations' priorities for Oregon education.

27. Agri-Industry (Fort Benton)

A curriculum outline for a small rural school Agri-Industry course.

28. The Next Step

A comprehensive program in occupational preparation and placement in the Helena Public Schools.

29. List of Available Publications of the United States Department of Agriculture.

A list of the publications of the U.S. Department of Agriculture currently available as of July, 1971.

E. BOOKLETS and PAMPHLETS

30. Vocational Instructional Materials for Agriculture Available from Federal Agencies.

A listing of vocational materials for agriculture that can be obtained from the various Federal Agencies.

31. You and Your Childs' Career

A handbook designed to help parents, teachers, and counselors guide youth toward optional vocational choices.

32. K-12 Guide for Integrating Career Development into Local Curriculum (Wisconsin)

A curriculum guide designed to assist local school personnel develop and implement a soundly based and well-coordinated career development program in Wisconsin schools for all students.

33. Career Development K-12 (North Dakota)

A statewide program in developmental vocational guidance and occupational preparation for the changing world of work.

34. Career Education in the Environment

A handbook designed to be used in secondary schools to explore environmental problems and solutions and to provide information of existing and emerging career opportunities in this field.

H. BOOKLETS and PAMPHLETS

35. Vocational Investigation and Planning (Florida)

A program designed to assist a student in seeking, obtaining and maintaining employment that is commensurate with his abilities, interests and training.

36. Career Education: A Handbook for Implementation

A handbook designed to familiarize decision makers with the nature and advantages of career education.

37. SRA Guidance Series Booklets

Your personality and Your Job
Our World of Work
Finding Part-Time Jobs
How to Get The Job
School Subjects and Jobs
Streamline Your Reading
Understanding Dating Relationships
Growing Up Socially
How To Live With Parents
Emotional Problems of Growing Up
College, Career and You
Understanding the Other Sex
Growing Emotionally

38. Job Placement Information (Ohio)

A folder containing pamphlets and forms used in a very successful placement program in the Akron and Summit County Public Schools.

H. BOOKLETS and PAMPHLETS

39. Career Information Service (Massachusetts)

A report of one school systems' effort to provide career information and career guidance to its own pupils.

40. Data Processing: Techniques and Procedures for Job Placement and Guidance.

A handbook explaining some data processing procedures that can be used with a job placement service.

41. Pre-Employment Clinics and Job Hunting Clinics

A guideline for use in setting up Job Hunting Clinics in the secondary school.

42. Job Placement: A Guidebook for Counselors (New Jersey)

A guidebook designed to help counselors set up a placement program.

43. Career Guidance, Counseling, and Placement

A report discussing a national conference relating to five special concern areas in career guidance.

H. BOOKLETS and PAMPHLETS

44. Career Education: A Handbook of Funding Resources

A handbook offering suggestions and guidelines to educators and other groups that seek outside funding for their career education programs.

45. A Career Planning Guide

A booklet designed to be used by parents and children to provide a practical means of working together on career problems.

46. The Parents' Role in Career Development

A handbook designed to focus attention to the parental influence on the developing attitudes and choices of their children.

47. Career Exploration-Graphic Arts

A paper designed to give students the opportunity to analyze and investigate the career opportunities in Graphic Art.

48. Career Development Learning Units-Elementary School (Deleware)

A booklet designed to be used as a guide for teachers interested in developing career education units.

H. BOOKLETS and PAMPHLETS

49. An Experiment in Career Education (Deleware)

A report on an occupational vocational education model program for the state of Deleware.

50. Seven Steps to Finding Your Place in the World of Work.

A handbook designed for students who are getting ready to go to work.

51. Manpower and Economic Education

A booklet designed as a economic education course written from the view point of the individual as a worker/income-earner, and as a person. Its primary purpose is to provide the schools with a means for improving the preparation of young people for effective participation in the changing economy.

52. Curriculum Guide for Career Education in Grades 11 - 12 (Massachusetts)

A curriculum guide concerned with placement services for entry-level jobs. It includes: the whys and hows of selecting careers, locating a specific position, getting a job, keeping the job, succeeding on the job, meeting job contingencies, progressing on the job, and changing jobs.

53. Occupational Manpower and Training Needs

A Bureau of Labor Statistics report concerning the development and dissemination of information on future occupational manpower requirements and supply.

H. BOOKLETS and PAMPHLETS

54. Finding A Job (New Jersey)

A booklet designed to be used by teachers in a course on finding a job.

55. Job Placement and Following of Secondary School Vocational Education Students.

This is a PREP Report #32 by the U.S. Department of Health, Education, and Welfare concerning the placement and following of vocational students.

56. Occupational Work Experience (Ohio)

A study guide for an occupational work experience program.

57. Model for Implementation of School Placement Service

A booklet outlining the need for and a plan for placement services in the High School.

58. Vocational Education: Innovations Revolutionize Career Training

This is an Education U.S.A. Special report concerning the state of Vocational Education in the United States.

H. BOOKLETS and PAMPHLETS

59. An Age Graded Model for Career Development Education (New Jersey)

A booklet that describes a career developmental model for the Hockensach Public School System which sets forth a rational approach for the development and implementation of career education.

60. The St. Louis Career Education Plan

This is a report by the Regional Industrial Development Corporation (RIDC), a non-governmental, non-profit civic organization, describing a career education plan that is working in the St. Louis area.

61. CAPES (Washington)

A guideline for career awareness programs for the elementary schools in the state of Washington.

62. What to do After High School

A handbook that provides extensive information on ways to enhance employment opportunities: on the job training, apprenticeship, public and private vocational schools, technical institutes, community colleges, and armed forces. The handbook is aimed at high school students not interested in college.

63. An Analysis of Fifteen Occupational Clusters Indentified by the U.S. Office of Education (Texas)

A booklet that should prove helpful to superintendents, principals, supervisors, teachers, and counselors in their planning and implementing of new courses and activities in career education.

H. BOOKLETS AND PAMPHLETS

64. Agri-Business and Natural Resources (Texas)

A booklet describing an agri-business job cluster guide to careers that could be useful for students in career searching activities.

65. Promising Practices in School Counselor Role Communication

A booklet describing several promising practices in counselor role communication. The activities exemplify the efforts of school counselors nationally to explain the "why" and "how" of the school counseling profession to their significant other-pupils, parents, teachers, administrators, school boards, and community groups.

66. Six Selected Instructional Aids for Teachers of Agriculture

A booklet that suggests six different projects that a teacher of agriculture may use in his program.

67. Mathematics for Agriculture

A workbook designed to be used in class to teach a unit on math as it relates to agricultural problems.

68. A Guide to Careers Relating to Agriculture

A booklet designed for high school couselors and teachers who assist youth in career planning. It also serves as a ready reference for students who have decided on their area of interest and want more information on the specific jobs in Agriculture.

H. BOOKLETS and PAMPHLETS

69. Careers in Agricultural Communications and Marketing

A booklet that will introduce the high school student to the world of agricultural communications.

70. Choose Your Career in Agriculture

A booklet of most of the careers that are directly or indirectly related to the dairy farm.

71. Current Rural Manpower Service Program Activities

A pamphlet describing the various Rural Manpower Service (RMS) programs.

72. Ohic Agriculture Education Program

A pamphlet describing the Ohio Agricultural Education program at the high school level.

73. What Hat Will Your Child Wear?

A pamphlet describing a career education effort of the New Brunswick Schools in New Jersey.

74. Job Entry Employment Preparation (J.E.E.P.)

A booklet published by the Pittsburgh Public School system to aid in preparing students for the job seeking process.

H. BOOKLETS and PAMPHLETS

75. ### Project Interchange

A paper describing a PACE (Program for Action by Citizens in Education) program in Cleveland, Ohio. It is a program which provides the means for students to use the wider community as an educational resource.

76. ### Human, Educational and Career Achievement Skills-The Effective Ingredients of a Human Education

A paper by Carkhuff Associates, Inc., that describes, from a training perspective, how our human, educational and career achievement skills converge into an integrated model for delivering career education. This is a description of a training program in systematic training in specific educational skills.

77. ### Think Tank

A short paper describing an idea that can be used for an inservice teacher education program.

78. ### Role Playing and Related Techniques

A two part research report (SRA) discussing the uses of role playing and related techniques such as sociodrama and creative dramatics in helping students understanding themselves and others.

H. BOOKLETS and PAMPHLETS

79. Writing Objectives: A Summary

A short paper describing some of the more significant ideas expressed relative to writing objectives for any instructional program.

80. Sources of Occupational Information for Counselors, Teachers, School Librarians and Students

A booklet prepared by the Montana Department of Education (1969) to assist in locating up-to-date occupational and related educational information.

81. Guidelines for the Preparation and Evaluation of Career Information Media

A booklet containing guidelines for the preparation and evaluation of career information media including printed material, films, and filmstrips. This material is intended primarily for people who are engaged in the production of career information media, but can also assist guidance personnel and others in the selection and use of such media.

82. Post-Secondary Vo-Tech Education Offerings in Montana and Surrounding Region

A booklet containing a listing of the Vocational-technical curricular offerings in the geographic area including the following ten states: Colorado, Idaho, Minnesota, Montana, North Dakota, Oregon, South Dakota, Utah, Washington and Wyoming.

H. BOOKLETS and PAMPHLETS

83. Baccalaureate Degree Offering in Montana and the Surrounding Area

A booklet containing a listing of the Baccalaureate Degree offerings in Montana as well as Colorado, Idaho, North Dakota, Oregon, Washington and Wyoming.

84. Vocational Educational Opportunities in the Armed Forces

A booklet contains a listing of vocational educational opportunities in the Armed Forces. It includes the Air Force, Army, Marine Corps and Navy.

85. Career Education Information Kit

A pamphlet designed to help teachers and counselors be made aware of the concept of Career Education and to offer some suggestions as to activities for class work.

86. Center for Occupational Education

A series of nine booklets attempting to describe the successful career education practices that are currently underway in the United States. These are excellent resource materials.

A. A Manual for the Implementation and Administration of Career Education Programs.

H. BOOKLETS and PAMPHLETS

86. Center for Occupational Education (continued)

B. Elementary School Curriculum Guide
C. Middle School Curriculum Guide
D. High School Curriculum Guide
E. Post-secondary Career Education
F. Career Guidance
G. Placement and Follow-up in Career Education
H. Professional Development
I. Involving the Community in Career Education

87. Program of Educational and Career Exploration in the Atlanta Public Schools.

A paper describing the PECE program in Atlanta. It is a program of Education and Career Exploration (PECE) involving an innovative curriculum which follows a variety of patterns within the school system. It is designed for the middle years and recommended for 7th and 8th grade students. The curriculum includes classroom experiences followed by the exploration of various occupations within business and industry.

APPENDIX H

AGRI-BUSINESS JOB DESCRIPTIONS

The Agri-Business Job Description Booklet has been bound separately. Please see attached booklet.

APPENDIX I

CAREER CONFERENCE FORMS

YOUTH CAREER CONFERENCE

for

HIGH SCHOOL STUDENTS AND PARENTS

at

SIMMS HIGH SCHOOL

PROGRAM

GREETINGS . . . . Mr. Robert Madden
Superintendent of Schools, Simms

GUEST SPEAKER . . . . . . .Mr. Joe Hueth, Counselor
Montana Employment Service
Great Falls

INSTRUCTIONS . . . . . . Mr. Garry Pace, Counselor
Simms High School

THREE SESSIONS:	7:35 - 9:25
First Session	7:35 - 8:05
Second Session	8:15 - 8:45
Third Session	8:55 - 9:25

All Three Sessions

108	Forestry
103	Mechanical Trades
101	Airline-Related
105	Social Worker
106	Law Enforcement
104	Teacher

7:35 - 8:05 First Session Only

Room No.	
Ele.-1	Data Processing
Ele.-2	Routeman-Delivery Truck
Ele.-3	Engineer
Ele.-4	Home Economics
120	Building Trades

First and Second Sessions

121	Health Careers
202	Veterinarian
201	Clerical & Secretarial
203	Construction Machine Operator
102	Electronics
107	Artist

Second and Third Session

Ele.-1	Agriculture & Agri-business
Ele.-2	Accountant
Ele.-3	Psychology & Counseling
Ele.-4	Beautician
120	Lawyer

8:55 - 9:25 Third Session Only

107	Radio-TV
121	Florist
202	Sales
201	Civil Service
203	Chemist

Parents Sessions (All in the Gym)

7:35 - 8:05	"You & Your Child's Career"
8:15 - 8:45	"Financial Aids"
8:55 - 9:25	"Unions and Careers"
9:25 -10:00	Individual Conference Time

Armed Services Recruiters will be set up in the Hallways

GREAT FALLS VOCATIONAL-TECHNICAL CENTER
1015 FIRST AVENUE NORTH — P. O. BOX 2669
GREAT FALLS, MONTANA 59403

December 22, 1972

TO: Project Counselors
FROM: Jack Scott
RE: Career Conference planning committee meeting

Enclosed is a copy of the Career Conference Questionnaire that will be used to assess the interests of the students concerning a choice of careers. Please duplicate this questionnaire and give it to your students around January 3rd. Include all high school students if you wish. I suggest that you give it to them all at once and have it returned during the same time period so that you can summarize the results without delay.

There will be a Career Conference planning committee meeting in Simms on January 10th at 7:30 p.m. We would like to have three or four persons from each school at this meeting in order to get your help and suggestions in planning the Career Conference. Membership in your group could be made up from the administration, counseling staff, vocational teachers, interested teachers, and students.

The project will be able to pay mileage for one car from each school and the mileage forms will be handed out at the meeting. Please come to the meeting and bring the results of the questionnaire with you.

Sincerely,

Jack Scott

Jack Scott
Career Awareness Coordinator
Great Falls Vo-Tech Center

JS:bj

enc.

AREER AWARENESS PROGRAM
Ir. Jack Scott, Coordinator
reat Falls Vo-Tech Center

YOUTH CAREER CONFERENCE
Simms High School
March 23, 1973

Student Evaluation

lame ____

igh School ____ Grade __________

he following sessions were conducted:

i) Accountant
2) Agriculture/Agri-Business
3) Airline and Related
(4) Artist
(5) Beautician
(6) Building Trades
(7) Chemist
(8) Civil Service
(9) Clerical and Secretarial
(10) Construction Machinery Operators
(11) Data Processing
(12) Electronics
(13) Engineer
(14) Florist
(15) Forestry
(16) Health Careers
(17) Law Enforcement
(18) Lawyer
(19) Home Economics
(20) Mechanical Trades
(21) Psychology
(22) Radio-TV
(23) Routemen-Delivery Truck
(24) Sales
(25) Social Work
(26) Teacher
(27) Veterinarian

valuation of the sessions you attended requires a few minutes of your time. This information will help us in planing future career conferences. DIRECTIONS: Please draw a circle around the number indicating your evaluation f items listed below. A circle around 1 indicates "excellent" performance; a circle around 2 indicates "good" erformance; a circle around 3 indicates "fair" performance; and a circle around 4 indicates "poor" performance.

essions you attended, by number, from the above 27 listed:	(A)_____	(B)_____	(C)_____
. Was the nature of the career clearly described by the speaker(s)?	1 2 3 4	1 2 3 4	1 2 3 4
. The quantity of training required was clearly outlined?	1 2 3 4	1 2 3 4	1 2 3 4
. Were the personal qualities necessary for success clearly listed?	1 2 3 4	1 2 3 4	1 2 3 4
. Were wages and compensations sufficiently indicated?	1 2 3 4	1 2 3 4	1 2 3 4
. Difficulties in training within the career were adequately described? . . .	1 2 3 4	1 2 3 4	1 2 3 4
. Difficulties in placement within the career were adequately described? . .	1 2 3 4	1 2 3 4	1 2 3 4
7. Difficulties in advancement within the career were adequately described? .	1 2 3 4	1 2 3 4	1 2 3 4
3. Opportunities for workers in this vocation were adequately stated?	1 2 3 4	1 2 3 4	1 2 3 4
9. The speaker(s) seemed well informed?	1 2 3 4	1 2 3 4	1 2 3 4
0. The speaker(s) presented a well organized talk?	1 2 3 4	1 2 3 4	1 2 3 4
1. The information obtained at this session was helpful in my career planning?	1 2 3 4	1 2 3 4	1 2 3 4

Suggestions to Leaders of Career Group Conferences

The meetings will be 30 minutes in length and we suggest that you use 10-15 minutes of this time for an organized presentation of the important facts regarding your occupation or field of work. Be sure to leave the remaining 15-20 minutes for questions as this is an exceedingly important part of your conference. However, it is well to be prepared to occupy this time with discussion of additional points if there are but a few questions.

In developing your talk, it is usually best to assume that your conference members have a relatively limited knowledge of your occupation. The students range in grades from 9 to 12 and in age from 13 to 18.

In all fairness to yourself and students, you will wish to avoid any undue optimism or pessimism concerning the occupations. Your aim should be to present the facts fairly as you know them, rather than to "sell" your occupation.

Stress should be laid first upon the kind of work which beginners in this field would do. You may then logically lead to the ultimate levels which may be achieved by successful workers, by discussing some of the various "stepping stones."

You may help vitalize the work of the school in vocational guidance:

1. By emphasizing the importance of a careful analysis of one's interests and abilities and a careful study of occupations while still in school.

2. By pointing out the very definite need for planning one's life and activities.

3. By urging each student to do the very best he can on his present job----school.

SPEAKER'S OUTLINE

I. History and Importance of the Occupation

II. Description of the Occupation

A. Nature of work
B. Duties and responsibilities of the job

III. Employment Prospects

A. Sources of employment
B. Number of workers now employed
C. Demand for workers in area
D. Reasons for change in demand for workers in next 5 or 10 years

IV. Requirements

A. Skills, abilities and aptitudes required
B. Personal qualifications: physical, intellectual, emotional, and personality

V. Training Requirements

A. Essential high school subjects
B. Scholarships and other financial aids
C. Length and cost of training
D. Approved schools and colleges
E. Where to obtain additional information

VI. Apprenticeship and Training-on-the-Job Opportunities (If Applicable)

A. Age, sex and other requirements
B. Length of training
C. Where to apply

VII. Earnings, Hours, and Working Conditions

A. Salary or wages for beginners; after 5 years
B. Regularity of work; steady or seasonal
C. Opportunities for advancement
D. Job security; retirement; vacation and sick leave; insurance and other "fringe" benefits.

VIII. Beginning Jobs

A. Where to apply - unions, placement agencies, ads, etc.
B. Requirements for beginners - experience, training, etc.

X. Advantages and Disadvantages of Career in This Field

APPENDIX J

EXTERNAL EVALUATION

The external evaluation has been bound separately.

Please see attached booklet.

APPENDIX K

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